

## Point of View

By Peter Marris

ON MAY 5, *The New York Times* reported: "The White House said today that the riots last week in Los Angeles were a result of social welfare programs that Congress enacted in the 1960's and 1970's." And the next day another *Times* article stated: "In a counterattack on the Bush Administration, Governor Bill Clinton said yesterday that the riots in Los Angeles resulted in part from '12 years of denial and neglect' of festering social problems under Presidents Bush and Reagan."

So even as the rubble was being swept from the streets, the event was being appropriated to aid familiar ideological agendas.

Disillusioned academics and political commentators already are suggesting that Americans will fail to learn from this tragedy, just as we failed to learn from the Watts riots. Yet over the past 25 years, and in the past five years especially, much research has been done into the frustrations of inner-city life, which ought to have raised the debate to a much higher level of sophistication. Some studies have shown the long-term value of child-development programs, for instance, and how to design job training more effectively. Other research has shown how the decline of manufacturing in the inner city affects both unemployment and marital stability. Various studies have refuted simplistic arguments that welfare fosters dependency. Why did this academic research have so little influence?

Americans respect science and like to believe that their society is adept at practical problem solving, without the ideological prejudices of more class-divided industrial societies. Yet American culture also idealizes dreaming. The word "dream" appears everywhere as a substitute for ambition, hope, or achievement, with the implicit or explicit message that anything can be achieved, whatever the obstacles, if only Americans remain faithful to their desires.

The very qualities that give social research its scientific authority—its systematic objectivity, its disavowal of value judgments—are particularly incompatible with dreams. Evidence tends to confirm the intransigence of mundane obstacles to success. Thus social research about poverty is, for the most part, telling both ordinary people and political leaders what they do not want to hear—that policies are not working, that dreams are naïve, that they share the blame.

To inspire other, more realistic policies, research has to become engaged with the moral issues that its findings address, such as racial and gender discrimination, inequality of opportunity, and what responsibility our society should take for political and economic decisions that affect our most vulnerable citizens. But social scientists often are uncomfortable with this, because it seems to compromise the conventions of objectivity in which they have been trained, and from which they derive their legitimacy.

Practicality has its own illusions, however, especially the illusion that research, done without preconceptions, will tell you what to do. But research must begin and end, at a time and a place, with a particular set of questions and observations. The framework for any research shapes its meaning and how its results may relate to policy. The framework implies concerns about how human beings should act by the questions it asks and the context in which it asks them.

For instance, if you ask what are the characteristics of poor neighborhoods, you will notice an association among welfare dependency, crime, and large numbers of minority-group members. But because most poor people do not live in such neighborhoods, but are distributed throughout urban and rural areas, if you ask what are the characteristics of poor people in general, you are more likely to see an association with divorce and the low wages earned by women. Further, you will get different answers depending on whether you study

a sample of poor people at a particular moment or over a period of time. If a researcher ignores what happens over time and in a variety of settings, the characteristics of a small minority of poor people can be misrepresented as typical. If the researcher does not present these limitations or restrictions explicitly or convincingly, the work is likely to be ignored or misrepresented by others to suit their own agendas.

Social scientists are not taught the elements of dramatic structure in presenting their research findings—such as where to begin and end a story or how to build to a climax—which might help to make their research and its conclusions more compelling to policy makers and the people the research is designed to help. Even thinking about their work in these terms offends their conception of science. In a world of policy debate where politicians, community leaders, newspaper commentators, and the fellow standing next to you in the bar have no such inhibitions, the stories told by social scientists tend to come across as too technical, obscure, tentative, and highly qualified.

This does not bother other academics. In fact, few

## How Social Research Could Inform Debate Over Urban Problems

Finger pointing over the Los Angeles riots ignores the results of recent scholarship

academics in social research are rewarded with promotion or tenure because their work is relevant to policy or interesting to a lay public. Prestige comes from writing in journals read by their peers, where the admired qualities are analytical sophistication and conceptual innovation. Reputations are made on the skill with which a conceptual idea is promoted and defended or critically attacked. And these controversies tend to frame research in an intellectual context very remote from action.

IN 1987, for instance, the Rockefeller Foundation made substantial grants to the Social Science Research Council to encourage research into persistent poverty, out of concern that a new "underclass" was becoming established in the United States, one permanently excluded from the opportunities for advancing in society. As the foundation's guidelines for grants were translated into research ideas, academics' impetus toward conceptual controversy thrust the word "underclass" into the center of the debate: Was it an appropriate concept? How do you define it? How do you measure it?

Much time and intellectual energy were absorbed in defending or challenging the validity of the concept. The problem is not that this was all a waste of time: The debate raised important questions about what was happening to the inner city and what characteristics its residents did or did not share. But it was remote from the way that people who were trying to intervene in the inner city thought about the problems. At the same time as it financed research, the Rockefeller Foundation also financed six community-planning and action programs in inner cities. But the language and preoccupations of the people running those programs were profoundly different.

They hoped to make local governments and government agencies more aware of the needs of poor people and more open to innovative ways of serving them better. They had no use for the word "underclass," which sounded like a denigration of the people they

were trying to help. They translated "persistent poverty" into interventions to improve child development and health, as well as education and training; such programs were at once less stigmatizing and more hopeful.

So although the academic researchers and the community reformers were inspired by the same underlying concerns, they did not provide each other with much guidance.

EACH GROUP was asking a different kind of question, which required a different kind of answer. If you are asking how to understand the persistence of poverty and frustration in the inner city, the answers tend to refer to large-scale changes in the world economy and the demographic shifts that accompany them. Such explanations often are called "structural," because they can be represented as a structure of relationships among social, economic, and governmental factors that together determine the impoverishment of inner-city neighborhoods.

But if you are asking what we can do, now, about this impoverishment, structural explanations are not very helpful, because they offer no point of intervention. For people trying to make changes, the way relationships are reproduced—in the running of a school or the hiring of employees or the recruitment of a gang of drug dealers—is crucial. Both kinds of answers are, in the end, attempts to grasp the same pattern of relationships. But to the reformers, the academics often seem remote and daunting, preoccupied with their theoretical controversies. The academics find the ideas of the reformers superficial, narrow, or naïve.

Some profound inhibitions exist, then, on the influence of social research: They lie partly in the rewards and concerns of the academic profession, and partly in the ambivalence of society at large toward the findings of social science. There are always some scholars with the skill and intellectual self-confidence to overcome these limitations, such as Mary Jo Bane, David Ellwood, Herbert Gans, William Julius Wilson, Frances Fox Piven, and Richard Cloward, to mention only a distinguished few. But a mass of knowledge circulates within academe that is only very slowly and partially absorbed into the wider public debate, if at all.

What can we do about this, apart from trying to create more occasions where academics and reformers meet to try to understand each other?

We can begin to try to change the academic reward structure so that scholars' research is more respected and honored if it is useful and accessible. We can train social scientists to write better, with a larger sense of constituency.

We also need, I think, a profession of social-science journalism, equivalent to scientific journalism, whose practitioners are expert enough to understand research on its own terms and able to translate it for a wider audience of policy makers, community workers, and the general public—including the communities the research is designed to help.

The potential contribution of such a profession, both to politics and the intellectual life of America, is profound. It could at once inform the discussion of policy and reconnect sociology to its roots in social idealism and reform. A sociology department that encouraged its best students to believe that social-science journalism could be the career for them would be a very stimulating, and influential, intellectual community.

Peter Marris is professor emeritus of urban planning at the University of California at Los Angeles and the author of several books on anti-poverty programs.

## Quote, Unquote

News Summary: Page A3

"Researchers would have to be sitting by women in their homes waiting for them to have miscarriages, or be sitting in emergency rooms waiting for the next ectopic pregnancy to occur."  
A fetal-research specialist, on President Bush's compromise on fetal-tissue research: A20

"Pinatubo is really nature's great climate experiment."  
A scientist at NASA, on the volcano's effect on global temperatures: A6

"The right wing is delighted every time someone turns down a grant. They think it is humorous that we in the arts community protest by denying ourselves the work we are trying to protect."  
The head of the National Assembly of Local Arts Agencies, on the latest NEA furor: A21

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo."  
A Western diplomat, on the fighting in Bosnia-Herzegovina: A31

"You can make events come alive. You can give them a hook. You can teach them without them realizing they are being taught."  
A retired lawyer who shares his experiences with students through a program at Eckerd College: A27

"Stephen Oates's account of Lincoln's early years in *With Malice Toward None* is derivative to a degree requiring greater acknowledgment of Benjamin Thomas's earlier biography of Lincoln."  
American Historical Association: A15

"There are no guidelines for what is sufficient acknowledgment of sources in popular biographies and histories."  
Stephen B. Oates: A15

SECTION 1	PAGES A1-A40
Athletics	A29-30
Business & Philanthropy	A26
Gazette	A35
Government & Politics	A20-25
Information Technology	A17-19
International	A31-34
Personal & Professional	A15-16
Scholarship	A6-14
Students	A27-28
SECTION 2	PAGES B1-B40
Bulletin Board	B8-39
Opinion, Letters	B1-5

# THE CHRONICLE

of Higher Education.

May 27, 1992 • \$2.75  
Volume XXXVIII, Number 38

## 'GOLD MINE FOR HISTORIANS'

### Newly Opened Archives of Former Soviet Union Provide Opportunities for Research Unthinkable a Few Years Ago

By ELLEN K. COUGHLIN

Donald J. Raleigh began trying to get into the local archives of Saratov in 1973.

In those days, though, Saratov, a city on the Volga River southeast of Moscow, was closed to foreigners—and, more important for Mr. Raleigh, who is writing a history of Saratov in the era of the Russian Revolution, so were its archives.

Things have changed. Two years ago, he finally got to see the city's records.

"It took me literally 17 years to beat down the doors," says Mr. Raleigh, a professor of Soviet history at the University of North Carolina at Chapel Hill. "By 1990, *glasnost* had gone far enough that I was able to visit Saratov. It was really kind of a triumphal visit: Here comes someone who not only speaks Russian but writes about their town."

#### A Steady Stream of Documents

As the archives and libraries of the former Soviet Union become more accessible to natives and foreigners alike, scholars like Mr. Raleigh are encountering opportunities for research on Russian and Soviet history and politics that would have been unthinkable even three or four years ago. What began as a trickle under *glasnost* has become, with

Continued on Page A7

## IRS to Subject Universities to Closer Scrutiny With New Audit Method

By SCOTT JASCHIK

WASHINGTON

Technology-transfer programs, the salaries of athletic coaches, and fund-raising operations will all come under heightened scrutiny when the Internal Revenue Service begins auditing universities in a new way this summer.

The new method, which will start with 7 to 12 universities, will eventually be used for regular audits in academe.

In contrast to past audits, which generally were conducted by a single IRS agent, each of the new investigations will be undertaken by a team of tax specialists. The audits are expected to take around two years, giving the government a wealth of new information on whether universities are complying with tax laws.

#### Oversight of Non-Profit Groups

Marcus S. Owens, director of the Exempt Organizations Technical Division of the IRS, said the audits would cover all aspects of the institutions' finances. He said the probes would focus on such issues as the unrelated-business income tax, tax-exempt bonds, the salaries of athletic coaches

and college presidents, and technology-transfer programs.

"These institutions, because of their size and structure, really required a different approach," he said. The new audits are part of a larger program, which has been taking shape over the last year, to improve IRS oversight of non-profit organizations.

Mr. Owens said IRS regional offices had selected the first institutions to be audited under the new approach. The institutions have not yet been informed, but will be notified when the IRS is ready to start work. Under government regulations, Mr. Owens said, the IRS will not release the names of the institutions, even after they have been told they have been selected.

The new investigations are called "coor-

dated audits." This means the IRS will send a number of people to campuses to participate in parts of the audit. An international-tax specialist could participate if a university has foreign investments or ties to foreign companies. An income-tax specialist might examine salary packages offered to senior employees. And a specialist on tax-exempt organizations might examine records related to fund raising.

#### 'Special Compensation'

One area that will probably receive a good deal of attention is the unrelated-business income tax. The tax, known as UBIT, is paid by non-profit organizations on income they earn from operations not directly related to their tax-exempt missions. The IRS has been interested in whether colleges pay appropriate taxes on revenue from credit cards that they issue to alumni, from bookstore operations, and from many other sources.

"Colleges have a lot of opportunities to get involved in UBIT-type activities," Mr. Owens said.

He added that the audits would include

Continued on Page A25

"Aetna Life Insurance  
and Annuity Company has  
essentially no risk in its  
investment portfolio."

—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company\* has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio." This may be the best news our customers read all day. Aetna. A policy to do more.

Aetna

\*ALIAC is a wholly owned subsidiary of Aetna Life and Casualty Company.

## This Week in The Chronicle

May 27, 1992

### Scholarship

#### NEW ENTRY TO SOVIET ARCHIVES

As the records of the former Soviet Union gradually become more accessible, scholars are finding unprecedented opportunities for research: A1

#### VOLCANOES AND EARTH'S CLIMATE

Cooling caused by the eruption of Mount Pinatubo has led scientists to conclude that such activity affects global temperatures more than they had thought: A6

#### THE GLACIAL PAGE OF DOCUMENTARY EDITIONS

The editors of historical papers—quintessential "trees" people, who can't focus on the forest—should avoid limited volumes that take ages to produce: A40

Update on the war of the giant fungi: A6

Puerto Rican studies scholars to create association: A6

Children's literature journal moves to new home: A6

Tackling the roots of Italian Fascism: A10

Crystalline magnets discovered in human brain tissue: A10

Cell receptor for protein found in Alzheimer's patients: A10

AAS elects fellows and honorary foreign members: A10

89 new scholarly books: A12

### Journal & Professional

#### INQUIRY ON LINCOLN BIOGRAPHER COMPLETED

The American Historical Association has concluded that a University of Massachusetts historian failed to adequately attribute material he used in a book: A15

#### A WINDOW ON STUDENT LIFE

Newspaper clippings, books, fraternity-sorority magazines, and scrapbooks are part of an extensive collection of materials on student life: A5

#### GAUING CONTROL OF INTELLECTUAL PROPERTY

Universities need to manage copyrights so as to change marketplace conditions that are unfavorable to scholarly communication: B1

Professor is acquitted of trying to poison a colleague: A4

A bridge that pays tribute to Vietnam era: A4

Tony Anderson speaks at Eckerd College: A4

Former security guard at Stanford U. charged with theft: A4

Baptists sever ties with Furman U.: A5

Discussion focuses on who watches the classroom: A15

Head-hunting firm hires presidents for search panels: A15

Professor accused of harassment will teach again: A16

Officials told to pay professor who was denied tenure: A16

17 professors file class-action suit over salary levels: A16

Two new books on higher education: A16

### Information Technology

#### ATTRACTING STUDENTS TO ADVANCED CHEMISTRY

Boston College professors teach introductory courses in electronic classrooms, and undergraduates use computer-controlled instruments in laboratories: A17

Pueblo Community College to open community network: A17

Professor examines computer screens' reflections: A17

Machine is named a historic engineering landmark: A17

Six new computer programs; three new optical disks: A19

### Government & Politics

#### IRS TO START NEW AUDITING METHOD

Universities' fund-raising operations and technology-transfer programs will come under closer scrutiny starting this summer: A1

#### COLLISION OVER BAN ON FETAL-TISSUE RESEARCH

Congress is poised to pass a bill to reauthorize the NIH and to lift a ban on federal support of research involving the transplantation of fetal tissue: A20

#### PENNSYLVANIA COLLEGES FIGHT GOVERNOR'S PLAN

The presidents of private colleges are lobbying fiercely to defeat a proposal that would cut all their direct state support: A20



Scientists say the eruption of Mount Pinatubo has led them to conclude that volcanic activity is capable of modifying the earth's climate much more significantly than was believed: A6

### MORE TROUBLE AT THE ARTS ENDOWMENT

The rejection of two grants by the agency's acting head has electrified the arts world: A21

### U.S. IS URGED TO PROTECT RESEARCH

The GAO says the government should restrict access to the results of federally backed research: A21

### CONGRESS APPROVES SPENDING REVISIONS

Lawmakers overwhelmingly approved a bill to rescind more than \$8.1-billion in approved federal spending for the current fiscal year: A23

### BUSH'S LOAN PLAN SAID TO BE HEADED NOWHERE

Details of the proposal appear to doom its chances for passage, Congressional aides say: A24

### ALEXANDER'S TENURE AT U. OF TENN. QUESTIONED

The state comptroller says the man who is now Secretary of Education concealed university dealings with businesses with which he had had past ties: A24

Alexander says Pell Grants cannot increase: A20

New exchanges with ex-Soviet states are urged: A20

Miss. Senate blocks nominees to governing board: A22

N.C. Governor's overhead proposal links universities: A22

Update on election news related to higher education: A25

### Business & Philanthropy

Columbia is establishing center to combat drug abuse: A26

U. of Texas gets paintings from Michener collection: A26

Foundation grants; gifts and bequests: A26

### Students

#### A CAMPUS TAPS SENIOR PROFESSIONALS

Students at Eckerd College get insights and advice from a corps of distinguished experts in many fields: A27

#### A KEY ROLE FOR DOCTORAL FELLOWSHIPS

Such support, rather than assistantships, is more likely to help graduate students complete their degrees, a Cornell economist says: A27

Princeton students are arrested on drug charges: A4

Oregon students tear down banner they call racist: A5

A father celebrates the graduation of his sixth child: A5

Smith's president tries to dispel criticism, again: A27

Duke paper won't run second 'Holocaust was a hoax' ad: A27

USC moves to reassure incoming students after riots: A27

### Athletics

#### A SPRING CROP OF SPORTS BOOKS

A Congressman, a reporter, and three professors take a close look at various problems in the world of college sports: A29

#### FACULTY ACCESS TO ATHLETES' ACADEMIC RECORDS

The senate at Drake U. wants to give professors more access to information about players' performance in the classroom than most colleges allow: A29

#### FEUD AT APPALACHIAN STATE U.

Students and faculty members oppose the university's plan to build a new student center: A29

D'Blaglio to leave Michigan State for Tufts: A29

Questions about role in scandal haunt NCAA chief: A29

### International

#### KABUL U. LOOKS AHEAD NERVOUSLY

A month after Mujahedin rebels took power from the Communist regime, Afghanistan's national university is deserted and uncertain about the future: A31

#### CLINGING TO THE WRECKAGE IN SARAJEVO

Sectarian fighting is destroying the capital of Bosnia-Herzegovina. Its university has been shelled and closed, and most of the city's residents have fled: A31

#### UNIVERSITIES SEEK MORE TIES TO WEST

Higher-education institutions in the former Eastern bloc used a Unesco conference in Romania to press their need for contact with other countries: A31

#### CONFLICT IN NIGERIA

The government closed most campuses in the southern part of the country after students violently protested economic-austerity programs: A33

'Political correctness' heads to France: A31

Israel's seven universities shut down by a faculty strike: A31

Lebanese Prime Minister turns to American U. of Beirut: A31

### Science



## MARGINALIA

Announcement at the University of Alabama:  
"A faculty forum will be held on Wednesday, April 29, to discuss the proposed changes in the grading policy and the proposed addition to the core curriculum. All interested faculty are invited to attend."  
No bores, if you please.

From "News Tips," a release from the public-relations office at Wright State University:

"When James Runkle, Ph.D., associate professor of biological sciences, teaches school children in Oakwood an Arbor Day lesson, his approach will be far from traditional. On May 8, 8:30-11:40 a.m., Runkle will dress as a preying mantis . . ."  
On the qui vive, kids!

Classified ad in the *Daily Bruin*, the paper at the University of California at Los Angeles:

"Sperm Donors — Experienced person with pleasant personality to help charming, older woman with weight-loss program. Wilshire/Beverly Glen area."  
No questions, please.

From a program for a performance of *The Cherry Orchard* at the Cornell University Center for Theatre Arts:  
"In Act II, the merchant, Lopakhin, whose father was a surf on the estate, says sarcastically that, 'The old days were fine. They could at least fog the peasant then.'"  
And then, suggests a reader, they'd hang ten.

Ad in the *Des Moines Register*:  
UPPER IOWA UNIVERSITY  
FULL-TIME  
FACTORY OPENING  
For Fall 1992  
"In these tough times, a job's a job," a reader comments.

A reader at the College of Mount Saint Vincent, who reminds us that her institution was founded by the Sisters of Charity, spotted an automobile with a college sticker on the rear window and a bumper sticker that said:

IF YOU CAN READ THIS,  
YOU'RE TOO CLOSE  
The owner of the car, our reader points out, had carefully cut out the word DAMN.

Note in "Police Beat," a department in the student paper at Winthrop College:

"The reporting officer observed a car accelerating above posted speed limit. . . The vehicle ran through a stop sign without breaking."  
Just lucky, we guess.

## In Brief

## Princeton students arrested on drug charges

PRINCETON, N.J.—One former and five current students at Princeton University were arrested on drug-related charges last week.

Local police officers raided the students' off-campus apartment after a police investigation found evidence of illegal activity there. The six residents were charged with a variety of counts of growing, possessing, and distributing marijuana, and with possession of methamphetamines. All have been released pending a hearing.

A university spokesman declined to comment on the status of the arrested students.

## Professor is acquitted of poisoning colleague

CONROE, TEX.—The former director of the University of Texas Cryobiology Research Center has been acquitted of charges that he tried to kill his research partner by poisoning a nasal spray.

John G. Linner had been charged with the attempted murder of a scientist, W. Barry Van Winkle, after Mr. Van Winkle's nasal spray was found to be contaminated with a potentially deadly carcinogen, beta propiolactone.

During the trial, Mr. Linner acknowledged that he had ordered how-to-kill books last year. He also said he had ordered carcinogenic chemicals, which he said he had needed for his research. Prosecutors contended that Mr. Linner, who no longer works for the



## Former security officer charged in theft

STANFORD, CAL.—A former security guard at Stanford University was arrested after police raided his home and found several dozen American Indian artifacts and 280 rare books that had been stolen from the university in the 1970's.

Police said the suspect, Stephen Crawford, who was employed by the university as a security guard from 1971 to 1976, had the stolen items on display in



## Bridge at Colorado State marks Vietnam era

FORT COLLINS, COLO.—Colorado State University has dedicated a new bridge on its campus to an era that bitterly divided the university and the nation. Known as the Vietnam Era Memorial

Bridge, it is topped with bricks from a university building that was burned down in 1970 at the height of the anti-Vietnam War protests on the campus.

The project was the brainchild of an alumnus, Terry Finocchia (above), who wanted to build a memorial to a fellow alumnus, a journalist who died while covering a military coup in Thailand.

## Former hostage makes campus visit

ST. PETERSBURG, FLA.—The former hostage Terry Anderson spoke last week at Eckerd College, making his first appearance on a campus since his release in December.

Mr. Anderson (right) was chief Middle East correspondent for the Associated Press when he was kidnapped in Beirut on March 16, 1985. Since his release, he has been residing in the Caribbean. He returned to the United States this month and now plans to write a book on his ordeal.

At Eckerd, Mr. Anderson told 2,500 students and community residents how religion had helped



him deal with torture during his captivity. Mr. Anderson plans to speak at other colleges and universities this fall.

## Corrections

■ A map that accompanied an article about the riots in Los Angeles (*The Chronicle*, May 13) incorrectly located Woodbury University. The institution is 30 miles north of the central riot area.

■ An item about a brawl that occurred at Iowa State University's annual spring festival (*The Chronicle*, May 13) incorrectly stated that Martin Jischke, the university's president, doubted that the festival would be held again.

Following the fighting, Mr. Jischke did say: "The damage, the danger that was involved in the kind of behavior that went on last night, is at the point where it really does threaten how we can

continue this tradition."  
■ An item about the Fuller Theological Seminary (*The Chronicle*, May 13), incorrectly reported that John Finch, a psychologist, was the founder of the seminary's graduate school of psychology. Mr. Finch is one of several people who helped found the school.

■ A story about privatization of public higher education (*The Chronicle*, May 13) said the State University of New York at Binghamton was dropping two engineering programs. University officials describe those programs as engineering technology and industrial technology.

## Baptists sever ties with Furman U.

GREENVILLE, S.C.—A long-running battle between the South Carolina Baptist Convention and Furman University ended this month when the convention voted to sever all legal and financial ties with Furman.

The convention had previously given the university about \$1.6 million a year, or about 3 per cent of Furman's total budget.

The convention also voted to rescind its earlier decision to take Furman to court over the university's decision to revise its charter to allow the university to elect its own governing board. Previously, the convention had had that power.

The decision came as a relief to Furman's president, John E. Johns, who said the dispute had had a divisive effect on South Carolina Baptists. "Now, our board is not in danger of being taken over by fundamentalists, and this means that the academic freedom of the university is assured," he said in an interview.

The convention's decision to sever ties with Furman prompted the Rev. George Dye, a member of the university's board of trustees, to resign. Mr. Dye said he had been elected by the Baptist convention to serve as a trustee of a Baptist university. Furman's board has adopted a statement saying that the university will remain faithful to Baptist values, even though it will be an independent institution.



## Students tear down banner they call racist

BUENOS, ORE.—A group of students at the University of Oregon tore down and defaced a banner advertising the institution's summer session, claiming the banner ignored minorities. The sign, which read, "You meet the most interesting people in summer school," featured the faces of Michelangelo, Plato, Jane Austen,

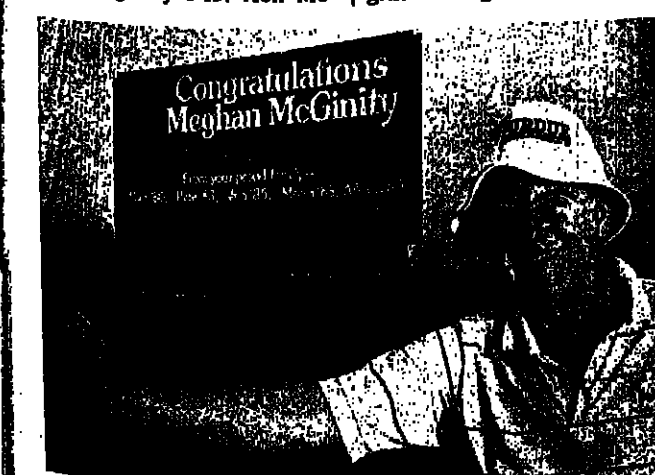
and eight other renowned figures. Angered that only white people had appeared on the banner, a group of students cut it down, scrawled "Racism" on it, and painted some of the faces brown. Otis Scarborough (above), a public-safety officer at the university, reported the incident to campus disciplinary officials.

## Father puts his pride on a billboard

WEST LAFAYETTE, IND.—The father of six graduates of Purdue University decided to celebrate the commencement of the youngest by renting a billboard on nearby Highway I-65. Ken McGinity

(below) spent \$650 to rent the 12-foot by 32-foot billboard to congratulate his daughter, Meghan, who received her bachelor's degree in communications this month.

Greg Zawisza, a senior news-service editor at Purdue, said he couldn't recall such a message's having been used before as a graduation gift.



## PORTRAIT

## A Glimpse of the Lives of Students Past

By SUSAN DODGE

URBANA, ILL.—In the spring of 1872, Charles Northrop, a senior then at Yale University, missed so many of his courses in trigonometry, Latin, and chemistry that an administrator wrote to Mr. Northrop's father.

"Your son has incurred 41 unexcused marks," the administrator wrote. As a result of his absences, Mr. Northrop was placed on the "second-level course of discipline," which involved having to make up some of the missed academic work.

Mr. Northrop's leather-bound scrapbook of his years at Yale is part of an extensive collection at the University of Illinois of materials on student life. Many of the books, fraternity and sorority magazines, and student scrapbooks, known as the Stewart S. Howe Collection, were collected by Mr. Howe, a 1928 graduate of the University of Illinois.

## Offers an insight

Mr. Howe amassed much of his material by purchasing old scrapbooks in used-book stores and requesting journals from fraternities, sororities, and students. The collection offers an insight into the world of students at hundreds of colleges and universities from the late 1800's to the present.

Mr. Howe left the material to the university in 1973. In 1989, an endowment of \$750,000 was established to support the collection, and last fall the university hired John B. Straw as the materials' archivist.

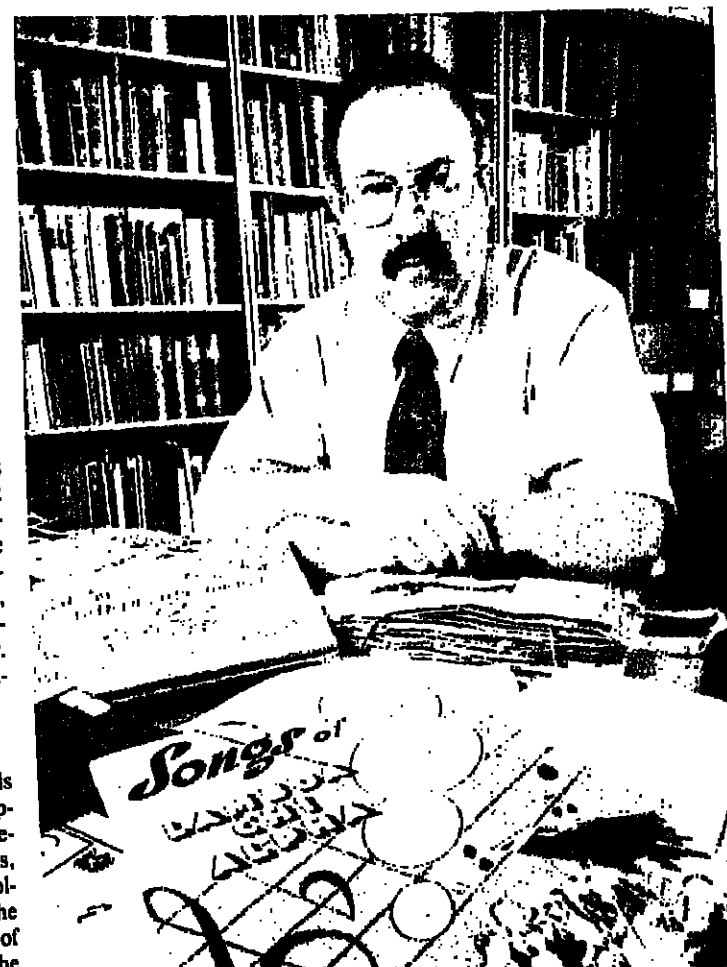
Mr. Straw says he would like to expand the collection to include more material about student life today.

"There has been a renewed interest in the undergraduate, and, with projections for declining enrollment, there is more of a need for colleges and universities to be able to know what the undergraduate student is really like," says Mr. Straw, who came to Illinois after working for four years as the archivist at Virginia Polytechnic Institute and State University. "The collection is new and experimental because it looks at student life as a way of defining our culture and how it has changed."

Mr. Straw is organizing the collection in five rooms of a horticultural field-laboratory building not far from the center of the campus.

Amid the smell of old chemicals that once were used in the lab, gray files holding Mr. Howe's correspondence and fraternity and sorority journals line metal shelves that reach the ceiling. In another room, fraternity and sorority journals containing the minutes of chapter meetings and descriptions of social and philanthropic events are stacked in large piles. Mr. Straw has yet to categorize them.

A hallway between the rooms contains four small glass cases that display relics of student life. One of the cases includes material from college graduates who served in World War II. A Theta Delta Chi fraternity journal, *Alumni in Uniform—Home and Abroad*, includes news of a student who was wounded on July 28, 1944, and taken to a



John B. Straw, archivist for the U. of Illinois collection: It "looks at student life as a way of defining our culture and how it has changed."

hospital in England. Another recent graduate, the journal says, was shot in a battle in Italy.

The collection offers a detailed look at student life long ago. For example, Mr. Northrop included in his scrapbook a bill for tuition, fees, and room and board at Yale for \$53 from 1872. Next fall, Yale will charge \$23,700. While today's college students frequently dine on pizzas and junk food, the scrapbook of one student noted that an

evening meal in the Pi Phi sorority house at the University of Illinois in 1907 included hashed chicken on toast, potatoes stewed in cream, tea biscuits, and gingerbread.

Mr. Howe, who was a member of the Kappa Sigma fraternity at Illinois, was particularly interested in fraternity and sorority life, and that interest is evident in the collection. Books, journals, handbooks, and magazines about Greek life fill the shelves. A 1922 book titled *Initiation Stunts* includes a description of several different types of activities that might be considered "hazing" by today's standards. Beating initiates with wooden paddles, shaving their heads, forcing them to eat pumpkin pie without their hands, and cracking raw eggs on their

heads are a few of the "stunts" in the book.

An 1880 journal of the Sigma Chi fraternity mentions the biennial convention the fraternity held in Washington that year. About 60 members of the fraternity attended the convention and *The Republic*, a Washington society newspaper published at the time, covered the event.

## "Fine, Manly Fellows"

"A body of young men, representing the Sigma Chi fraternity, met in convention in this city," the paper says. "Fine, manly fellows they were, too—the flower of prominent institutions in various parts of the union."

Mr. Howe was also interested in student protests that occurred in the late 1960's and early 70's. His collection includes a book called *Hippies in Our Midst* and several student scrapbooks about the period. Priscilla S. Hart's scrapbook of her years at the Ohio State University from 1967 through 1971 includes newspaper clippings about antiwar marches in Washington, campus protests against landlords who discriminated against blacks, and the 4,000 National Guardsmen who came to the campus in 1970 to quell student protests.

The age-old issue of college students' asking their parents for spending money also is evident in the collection. A 1923 book, *The Fraternity and the Undergraduate*, includes comments from an unidentified student. "Father complains I spend too much," he says. After he spent \$100, he asked for more. The student adds: "It is kind of a game now to see how much I can get."

## Scholarship

### Effect of Volcanic Activity on Climate May Be Greater Than Scientists Believed

Researchers find eruption of Mount Pinatubo caused significant global cooling

By KIM A. McDONALD

WASHINGTON

A recent decline in global temperatures that is connected to the eruption of Mount Pinatubo has forced leading atmospheric scientists to conclude that volcanic eruptions are capable of modifying the earth's climate much more significantly than was previously believed.

Scientists reported last week that the atmospheric cooling from the eruption of the Philippine volcano last June had been so great that it had temporarily overwhelmed the long-term global warming trend caused by the greenhouse effect and a shorter-term increase in temperatures caused by a temporary warming of the Pacific Ocean known as El Niño. The scientists spoke at a news conference here organized by the American Geophysical Union.

Measurements from weather satellites, for example, indicated that mean global temperatures last month were three-tenths of a degree Fahrenheit below the average for the last 10 years. In the Northern Hemisphere, last month's average temperatures were about half a degree Fahrenheit below normal, the largest decline since February 1986, according to scientists at the University of Alabama in Huntsville.

Atmospheric experts attributed the cooling to the unusually large amount of sulfur dioxide thrown into the upper atmosphere by the volcano. When that gas combined with water vapor, they said, it produced tiny droplets of sulfuric acid that have absorbed and scattered sunlight, warming the upper atmosphere while cooling the lower atmosphere.

#### Changes Laid to Sulfur in Emissions

The scientists said their comparison of the eruption of Mount St. Helens in Washington State in 1980, which expelled relatively little sulfur, and the sulfur-rich eruptions of Mount Pinatubo and Mexico's El Chichón in 1982, offered proof that the sulfur content of the volcanic emissions, not the dust or ash, is responsible for changes in the climate.

James E. Hansen, a climate expert at the National Aeronautics and Space Administration's Goddard Institute for Space Studies in New York, said the cloud of sulfuric acid droplets from Mount Pinatubo that now envelops the globe reflects about 2 percent of the incoming solar radiation.

That should force global temperatures to decline by an average of about one degree Fahrenheit over the next two years, he predicted, with the strongest cooling to come later this year.

"Pinatubo is really nature's great climate experiment," he said. "It's a very different kind of experiment than man's experiment, which is causing global warming."

Mr. Hansen, one of the first scientists to warn that the burning of fossil fuels had initiated a prolonged period of global warming, said the cooling attributed to Mount Pinatubo confirmed predictions

that he and others had made in December and showed that their global-warming models were on the right track (*The Chronicle*, January 8).

"It doesn't alter the expectations for long-term global warming," he said. "But the fact that the [Pinatubo] models seem to be in the right ballpark increases the confidence in the global-warming models."

#### Higher Temperatures to Come

Most scientists believe that the additional carbon dioxide in the atmosphere from the burning of fossil fuels—which has trapped heat radiating from the earth's surface—has raised global temperatures by an average of one degree Fahrenheit over the past century. Some models estimate that the "greenhouse effect" will raise global temperatures by several more degrees over the next century.

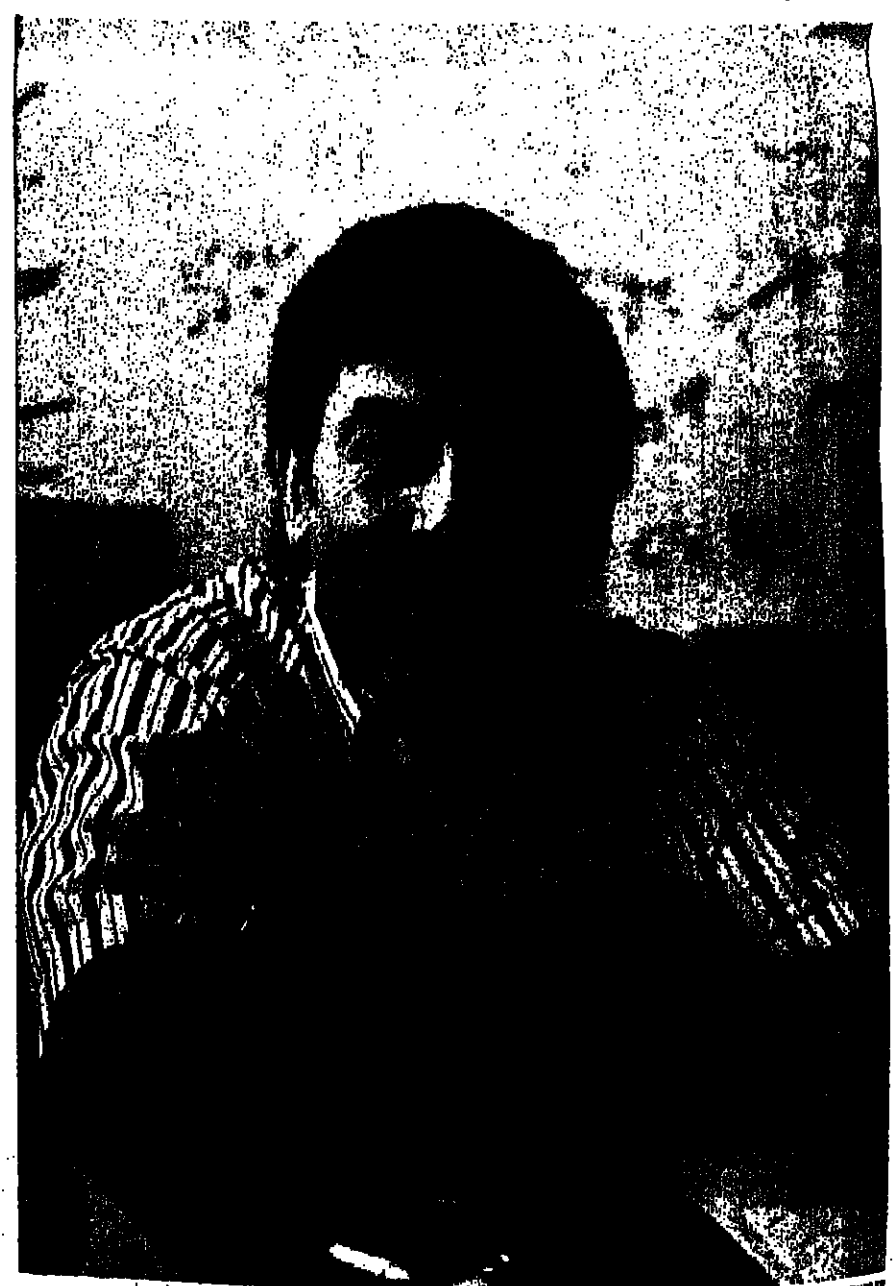
Mr. Hansen emphasized that the temporary cooling from Mount Pinatubo was affecting average global temperatures and that regional weather patterns could make

some regions of the earth warmer than normal over the next few years. "The exact patterns are not predictable," he said.

Alan Robock, an associate professor of meteorology at the University of Maryland at College Park, said that over the past winter, North America, Europe, and Asia were warmer than normal, while the rest of the world was cooler than normal. That appears to be the typical pattern after major volcanic eruptions in the Northern Hemisphere that inject large amounts of sulfur dioxide into the atmosphere, he said. He added that the warming may have come at a particularly opportune time for Russia, where many observers feared the prospects of a cold winter and food shortages could have led to another dramatic political upheaval.

"There were dire predictions of a revolution in Russia this winter," he said. "But it was quite warm, and maybe Pinatubo was responsible for that."

Richard P. Turco, a professor of atmospheric science at the University of Califor-



Richard P. Turco, atmospheric science professor at UCLA: "The possibility of a more dramatic ozone depletion is looming."

nia at Los Angeles, said the climatic effects might not be the only large-scale impact of the Mount Pinatubo eruption.

He said that in addition to producing about 25 million tons of sulfuric acid—a chemical that catalyzes reactions that destroy atmospheric ozone—the volcano had released four million to six million tons of chlorine, which is directly responsible for ozone destruction.

"The potential for ozone depletion is very large, indeed," he warned.

#### Looming Ozone Destruction

Since last June's eruption, however, scientists have discovered that some 99 percent of the chlorine has precipitated out of the atmosphere, Mr. Turco said. Over the same period, global ozone levels have declined by only 4 per cent.

Mr. Turco said he believed that the relatively meager amount of ozone destruction could be explained by the fact that the stratosphere, or upper atmosphere, was warmer than normal over the past year, a condition that impeded ozone-destroying reactions. But he said that condition might not last for long.

"The possibility of a more dramatic ozone depletion is looming," he said. "If the stratosphere were to cool and another Pinatubo erupts, we could be seeing some significant ozone destruction."

Stephen Self, a geology professor at the University of Hawaii at Manoa, said the large climatic effects that have been produced by Mount Pinatubo were forcing volcanologists to look more closely at why some volcanoes throw large amounts of sulfur into the atmosphere and how their eruptions can be predicted.

"We are finding now that there is a class of eruptions that are sulfur rich, and we really don't know why."

Mr. Self, who chaired a conference for the geophysical union in March in Hawaii on volcanism and climate change, said last June's eruption had proved to be "the biggest injection of sulfur into the atmosphere since the eruption of Krakatoa in 1883."

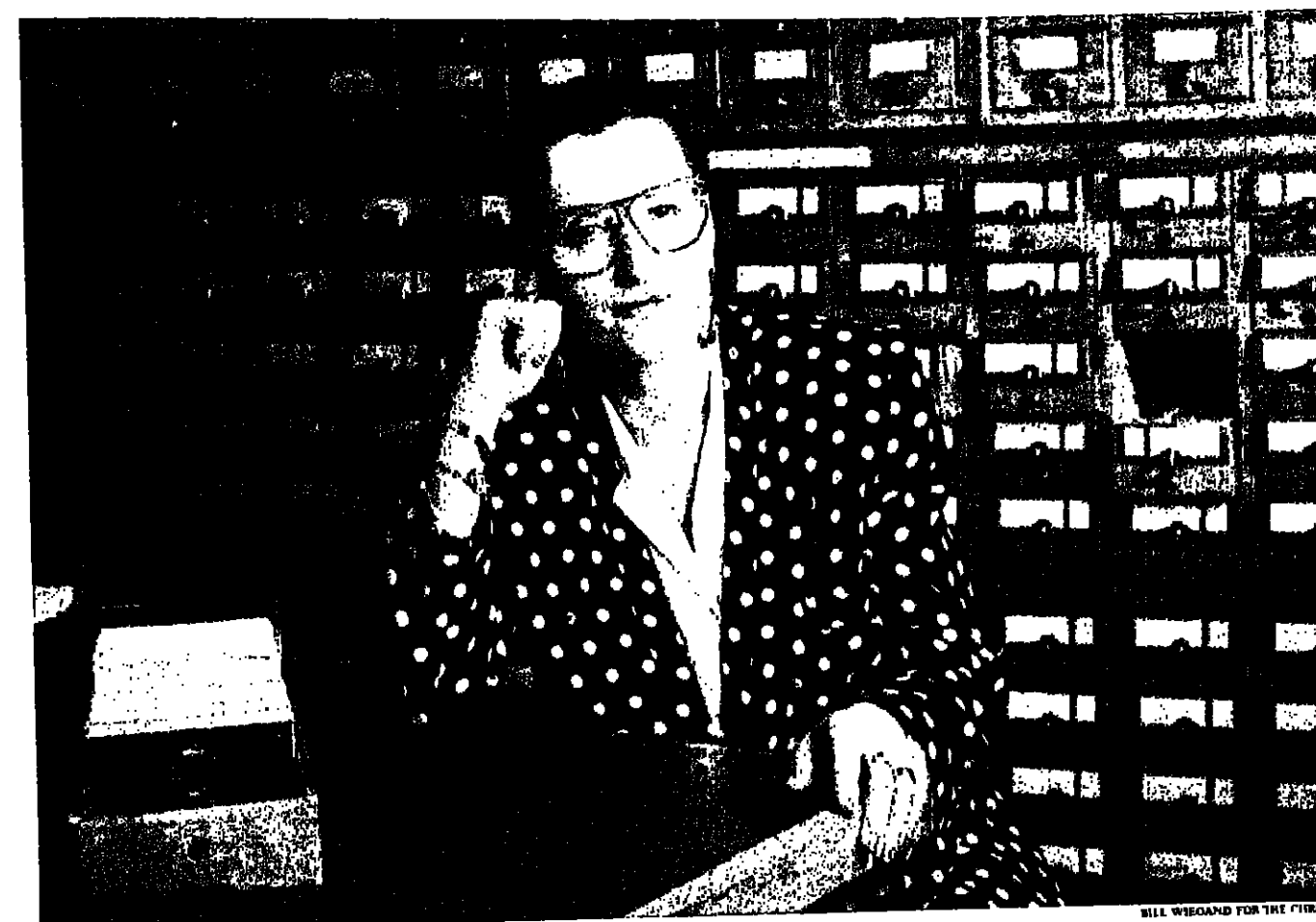
Compared with the 25 million tons of sulfur released by Mount Pinatubo, the explosion of Krakatoa in Indonesia is estimated by scientists to have injected 85 million tons of sulfur into the atmosphere. Tambora, another volcano in Indonesia, released some 300 million tons when it erupted in 1815, scientists said.

#### Demise of the Dinosaurs

Many of the major climatic changes and mass extinctions of life in the recent geological record appear to be correlated with such major volcanic eruptions, said Michael R. Rampino, an associate professor of applied science at New York University.

In addition, some scientists have found evidence that a sulfur cloud in the earth's ancient atmosphere may have even contributed to the demise of the dinosaurs. Haraldur Sigurdsson, a professor of oceanography at the University of Rhode Island, said the giant asteroid that is believed to have collided with the earth 65 million years ago to produce a major global cooling that killed the dinosaurs appeared to have hit a sulfur deposit.

"Sulfur can do a lot of nasty things," he said, "and it seems the extent of the environmental changes from this is only now being appreciated."



Marianna Tax Choldin of the Mortenson Center for International Library Programs: "The physical condition tends to be pretty dismal. Preservation is a horrendous problem."

### Gradual Opening of Former Soviet Archives and Libraries Creates Unprecedented Opportunities for Researchers

Continued From Page A1

the collapse of the Soviet Union and the Communist Party, a relatively steady stream of newly opened documents and improved guides to finding them.

"It's a real gold mine for historians," says Norman M. Naimark, director of the Center for Russian and East European Studies at Stanford University. "Everybody's anxious to see what's there."

The gold is not unalloyed, however. Archives and libraries in Russia and other former republics are desperate for money, slowing the process of appraisal and declassification and creating an opening for some questionable commercial practices. In many instances, rules on access and questions of jurisdiction have yet to be decided, so the process of making documents available is unsystematic at best.

The situation in which Soviet archives find themselves, says Marianna Tax Choldin, director of the Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign, "fits in with the general situation of chaos that we hear about."

"It's affecting libraries, archives, and cultural institutions in a serious way."

#### Excitement and Frustration

The records most intimately concerned with the workings of the Soviet state are generating the most excitement and the greatest frustration. As described in recent reports by organizations in the United States, they fall into several groups:

■ The Communist Party archives. These are divided into two major parts: one known until recently as the Central Party archive, which covers the period from the

1917 Bolshevik Revolution to the October 1952 party congress; and another generally known as the Central Committee archive, which contains documents from the end of 1952 through the August 1991 coup, plus many of the more sensitive documents from the earlier period. The Central Party archive is much smaller but more open;

**"The mainstream, inside-politics kind of history was almost impossible. Because of that, we've had a very schematic notion of the ins and outs of Soviet politics."**

foreign scholars gained more liberal access to it about a year ago. The vast majority of the 30 million files in the Central Committee archive are still classified.

■ The Presidential, or Kremlin, archive. Technically part of the Communist Party archives, this contains the most sensitive—and secret—records of the party leadership, including those of Politburo meetings, and is separately housed in the Kremlin. Because power in the Soviet Union was concentrated at the top, this is the archive that scholars are eyeing most hungrily. It is believed to contain, among other things, some 17,000 files of Joseph Stalin's personal papers.

■ The KGB archive. This collection is extremely sensitive politically, and the process of declassification has only recently been set in motion. KGB documents have

also been subject to a fair amount of abuse. At the time of the August coup, for example, reports surfaced that members of the intelligence service were destroying incriminating records. Other sensitive material has been lost as well: One official reported that as recently as 1989 KGB agents destroyed some 580 notebooks taken from Andrei Sakharov. In addition, some former KGB operatives are said to be selling off individual files for hard currency.

■ The Foreign Ministry archive. These records began to be opened to outside scholars in 1990, but declassification has been very slow.

■ The Defense Ministry archive. Military records began to open up in 1991, but the question of access has been complicated by the fact that lines of authority over many of the assets of the former Soviet military are still being sorted out.

Archives of interest to historians of pre-revolutionary Russia, such as the Central Historical Archive in St. Petersburg and the Central State Archive of the October Revolution in Moscow, have been open to scholars for the last 30 years or so. But even there, access to materials was closely, if indirectly, controlled, by restricting the use of inventories listing individual holdings. Inventories have been more available in last couple of years.

#### Beset by Serious Problems

Scholars who have been keeping track of the opening of the Soviet archives say the process is beset by serious problems, none more compelling than the lack of financial resources.

Few repositories, for example, are adequately staffed, and the physical condition tends to be pretty dismal. Preservation is a horrendous problem."

Continued on Following Page

News from the front in the battle of the giant fungi:

Recent publicity surrounding the discovery of what was thought to be the world's largest living organism, a fungus in Michigan, caught the eye of two forest pathologists who say they have been studying—for almost 25 years—a fungus that is 40 times the size of the one in Michigan.

The Michigan fungus was described by scientists at Michigan Technological University and the University of Toronto in a recent article in the journal *Nature*. They had determined, using genetic testing, that an *Armillaria bulbosa* fungus in Iron County, Mich., covered an area of 38 acres, and might be the world's largest single living organism, estimated to be about 1,500 years old.

Now Ken Russell, of the Washington State Department of Natural Resources, and Terry Shaw, of the U.S. Forest Service Rocky Mountain Experimental Station in Fort Collins, Colo., say an *Armillaria ostryae* fungus near Mount Adams, Wash., covers 1,500 acres—two and one half square miles. They estimate it to be between 400 and 1,000 years old, and probably not the largest living specimen of the fungus.

A group of scholars in Puerto Rican studies is hoping to create a new association. An organizing meeting of the nascent Puerto Rican Studies Association will be held in September in White Plains, N.Y.

Angelo Falcon, president of the Institute for Puerto Rican Policy, based in New York, said that in the Northeast, where most Puerto Ricans in the United States reside, the Latino population has shifted, with the inclusion of other immigrant groups from the Caribbean. As a result, he said, departments of Puerto Rican studies at universities in the region have begun to broaden their focus.

"We felt it was time to strengthen the field," Mr. Falcon said, "but also to look around and see what we're dealing with."

"Children's Literature," a leading journal in its field, is moving from the University of Connecticut to Hollins College.

Princeton Butler, professor of English at Connecticut, who founded the annual journal in 1972, said Hollins was an appropriate new home for it, in part because the college is just starting a master's-degree program in the study and writing of children's literature. Richard H. W. Dillard, head of Hollins's creative-writing program, is the new editor in chief.

If the change of location means changes to the journal, they are a long way off. Elizabeth Keyser, an assistant professor of English at Hollins and the journal's new editor, said nothing dramatically different was planned for the first issue out of Hollins, which will not be delivered to the publisher, Yale University Press, until March 1993.



## Opening of Former Soviet Archives Creates Unprecedented Opportunities

Continued From Preceding Page  
quately supplied with such basic equipment as photocopying or microfilming machines. Researchers tell stories of fires that have destroyed thousands of poorly housed documents, or repositories that have been closed for long periods because of structural weaknesses.

### Some Dubious Practices

"The physical condition tends to be at best pretty dismal," says Ms. Choldin of Illinois. "Preservation is a horrendous problem. Material is jammed into inappropriate places with no climate control." Beyond such essential considerations, however, the severe budgetary constraints that libraries and archives are experiencing have led to some dubious practices that scholars fear could hinder equal access to archival material.

According to many scholars, news organizations and other Western consumers of information have been offering archival officials large sums of money in exchange for exclusive access to previously secret documents.

James G. Hershberg, who coordinates the International Cold War History Project at the Woodrow Wilson International Center for Scholars in Washington, tells of a visit that he and others made to Moscow in January, during which

**The archives in the former republics are desperate for money, slowing the appraisal process and creating questionable commercial practices.**

they discussed questions of access with a senior archives official there.

"Why should I bother to talk to you," the official asked, "when German television will offer us \$20,000 for one file?"

Of less serious but more immediate concern to scholars is the growing practice at many archives of charging exorbitant fees for what are normally considered routine public services. One scholar noted, for example, that the Central Party archive is charging \$2.40 a page for photocopies, and is planning to institute a "fetching fee" for every file a researcher requests.

### Vast Reorganization

"Junior scholars, graduate students, people at institutions without resources could be shut out," says Susan Bronson, program associate at the Social Sciences Research Council, who is one of the authors of a statement circulating among scholars of Slavic studies suggesting guidelines for research in the former Soviet Union.

The dissolution of the Soviet Union has also required a vast reorganization of government records, which has been complicated by the fact that Russia has no law governing the handling of official archives. Parliament is considering a measure that among other things

would impose the standard rule that secret records be opened after 30 years.

"All this is happening in a legal vacuum," Mr. Hershberg says.

Despite such difficulties, scholars in this country give senior Russian archive officials high marks for their evident determination to bring their collections into line with generally accepted international standards. Indeed, Russian officials, recognizing the obstacles they face, have entered into a variety of international collaborative arrangements with Western repositories and research institutions, including the Library of Congress, the Hoover Institution on War,

Revolution, and Peace, and the International Research and Exchanges Board.

### 'Drowning in Material'

Mr. Raleigh of North Carolina published the first volume of his study of Saratov, *Revolution on the Volga: 1917 in Saratov* (Cornell University Press), in 1986—four years before he got to see the town's records.

Like other scholars attempting, before *glasnost*, to study Russian and Soviet history, he was forced to use alternative sources—including Russian newspapers, which have been open to Western scholars and have proved to be a partic-

ularly valuable source of information on the revolutionary period; materials available in the West, such as the memoirs of émigrés or materials that émigrés brought out of the country with them; and documents that were allowed to be published in the Soviet Union, which are useful but, by definition, incomplete.

The material he has seen since the publication of the first volume of his Saratov study has "fleshed out" his understanding of the Revolution's impact on the town, Mr. Raleigh says.

He is now at work on the second volume, which will take the history of Saratov into the 1920's. He has

been back to the city twice since 1990, and although it is past time for him to begin writing and he is "drowning in material," he is there again this month, visiting the local Communist Party archive, which is allowing him in for the first time. "It's opened up unimaginable horizons," he says.

### Focus on 1920's

Mr. Raleigh's experience reflects that of other historians of Russia and the Soviet Union. While they certainly had ways to get around their inability to gain entrée to the Soviet archives, now that doors are opening to them, they have a lot of work to do.

The lack of access, scholars say, has shaped the historiography of Russia and the Soviet Union that

### Scholarship

emerged in the last several decades, as researchers were forced to rely on the kinds of history that the available records allowed—for example, diplomatic history, for which a historian can rely on exchanges of cables and other public documents.

"The mainstream, inside-politics kind of history was almost impossible," says Terence Emmons, professor of history at Stanford. "Because of that, we've had a very schematic notion of the ins and outs of Soviet politics."

Much of Mr. Emmons's work, in fact, has focused on pre-revolutionary Russia, but he is just beginning research on the 1920's.

Indeed, because the most accessible of the newly opened documents are those concerning the

early Soviet period, up to the 1930's, many Russian and Soviet specialists in the last few years have turned their attention to the 20's.

Gregory L. Freeze, a professor

**"Why should I bother to talk to you," an official asked, "when German television will offer us \$20,000 for one file?"**

of history at Brandeis University, is one of them. The possibility of studying that period more closely,

he says, has helped to revise scholars' views of it. 1917, for one thing, is no longer seen as a "fundamental divide" in Russian history.

"That was the old historiography reinforced by the denial of archival access," he says.

Most scholars also agree that, nearly as much as the increased availability of inventories of those documents will prove to be a spur to research, in particular by suggesting new avenues to pursue.

Mr. Freeze notes that, in the past, the Soviet government published archival guides that described perhaps from 20 per cent to 50 per cent of a given collection. "That's how people would pick research topics," he says. "From 6,000 miles away it was the only

way you could. What the other 50 to 80 per cent of the collections were, we had no idea."

Mr. Freeze is directing a project, with Jeffrey Burds, a historian at the University of Rochester, to create comprehensive inventories of the holdings of four major archives in Moscow. They hope eventually to expand the project to St. Petersburg and to some provincial cities—"so that people can design feasible, original research topics," Mr. Freeze says.

### Uneven Prospects

For all the excitement about the increasing access to documents, many researchers warn that, especially for more-current topics, the prospects for access are uneven. William Taubman, professor of

political science at Amherst College, is at work on a biography of Nikita S. Khrushchev. He has little or no hope of getting his hands on the records he would most like to see; they are in the top-secret Presidential archive in the Kremlin.

For other kinds of subjects covered in the Communist Party files, the prospects are much better, Mr. Taubman says.

"If they are all right there and available," he says, "they would be a boon for people who wanted to write about how the party machine worked, how it controlled various aspects of life in the Soviet Union. That's what's in these files."

Nevertheless, scholars acknowledge that the new access to Soviet records will change their work in more subtle but more profound ways than simply providing new research topics. Without such access, many say, Soviet specialists had an excuse for writing history that was impressionistic, preliminary, or otherwise incomplete. For many researchers, that's not the case anymore.

"We can no longer get away with what we got away with before," Mr. Raleigh says.

## 17 Bioscientists Are Chosen as Searle Scholars

Seventeen researchers in the biological sciences have been named Searle Scholars by the Chicago Community Trust. The scholars' institutions will each receive a three-year grant of \$180,000 to help support the scholars' research. Following is a list of the scholars, their institutions, and their proposed research projects.

- Cornelia I. Bargmann, U. of California at San Francisco: development and function of the chemosensory nervous system of *C. elegans*.
- Warren F. Beck, Vanderbilt U.: femtosecond spectroscopic studies of relaxation processes in photosynthetic light-harvesting proteins.
- Alan D. Bender, Indiana U.: control of cell-polarity development in yeast.
- Christopher C. Goodnow, Stanford U.: self-tolerance mechanisms in B-lymphocytes.
- Kathleen L. Gould, Vanderbilt U.: mechanisms of eukaryotic cell-cycle control.
- Mark W. Hochstrasser, U. of Chicago: studies of the targeting and degradation of naturally short-lived regulatory proteins.
- Chris A. Kaelin, Massachusetts Institute of Technology: molecular genetics of organelle assembly.
- Elizabeth A. Komtseva, U. of California at San Diego: protein-protein interactions mediated by the thrombospondin RGD domains.
- Mitsuo I. Kuroda, Baylor College of Medicine: molecular analysis of dosage compensation in *Drosophila*.
- Yang Liu, New York U.: the role of the co-stimulatory pathway mediated by the heat-stable protein in T-cell responses and tolerance.
- Mark A. Palfrey, U. of North Carolina at Chapel Hill: the role of the *annexin* gene in pattern formation during *Drosophila* segmentation, oogenesis, and eye development.
- B. Franklin Pugh, Pennsylvania State U.: biochemistry of the human transcription factor TFIID complex.
- Joel H. Rothman, U. of Wisconsin at Madison: characterization of essential zyxotic genes controlling embryonic development in the nematode *C. elegans*.
- Alan B. Sachs, U. of California at Berkeley: the poly(a) tail and post-transcriptional regulation.
- Hazel L. Sive, Massachusetts Institute of Technology: formation of the anteroposterior axis during vertebrate embryogenesis.
- William B. Tolman, U. of Minnesota: the chemistry of biological denitrification.
- Thomas F. Vogt, Princeton U.: molecular genetic analysis of mouse-limb development.

## "THE FIRST ORDER OF BUSINESS IN OUR MBA PROGRAM IS ASSIGNING ZENITH DATA SYSTEMS PORTABLE PCs."

Every August, up to 30 select business professionals are sent back to school—to Arizona State University's highly-acclaimed MBA for Executives Program. It's a demanding curriculum designed to give them the decision-making skills they'll need for tomorrow's senior management positions.

For the past five years each incoming executive has been issued a powerful study aid to help them succeed—a new Zenith Data Systems portable PC. And with each successive year, Arizona State has upgraded to a more advanced Zenith Data Systems portable.

This year, executives are carrying the sleek MastersPort™ 386SX notebook PC, equipped with an internal modem that provides these busy professionals with the mobility they need.

Without leaving their home or office, they can pick up assignments, ask their professors questions and access reference databases. They can even access an on-line card catalog and journal index to speed their time spent in the university library.

What makes this yearly Zenith Data Systems portable upgrade such a smart business decision for ASU? According to Program Director Dr. Stephen Happel, "Zenith Data Systems always makes new portable PC technology affordable—so we get a lot more for the money spent."

Of course, value like this comes as no surprise to Dr. Happel. After all, Zenith Data Systems has provided universities such as Arizona State with innovative solutions for

more than a decade. That's leadership on campus few can match.

We've taken over 60 examples of how other colleges are using notebook and laptop PCs, and put them on one 3.5" diskette that runs under Microsoft® Windows™ v. 3.0.

For a free copy, and the name of your Zenith Data Systems representative, call 1-800-523-9393, ext. 202.

**ZENITH**  
data systems

Groups Bull

MastersPort 386SX, 2-316SX, and 2-320SX are bundled with 20Mhz 486SX/200 and 486SX/250. All prices shown in U.S. dollars. Shipping, handling, and applicable sales taxes not included in the price. MastersPort is a trademark of Zenith Data Systems Corporation. MS-DOS, Microsoft, and Windows are trademarks of Microsoft Corporation. Copyright © 1992 Zenith Data Systems Corporation.



### WE'VE ASSIGNED LOWER PRICES!

	MastersPort 386SX	2-316SX	2-320SX	486SX/200	486SX/250	486SX/333
PROCESSOR SPEED	20Mhz	16Mhz	20Mhz	20Mhz	25Mhz	33Mhz
HARD DRIVE	60MB	40MB	80MB	80MB	200MB	200MB
EDUCATION PRICES*	\$2179	\$999	\$1349	\$2399	\$3299	\$3299
W/COLOR MONITOR*	\$2488	\$1308	\$1658	\$2699	\$3838	\$3688

MS-DOS® included. "MastersPort Windows" included. Limited quantities. Call for availability. Prices listed are available through Zenith Data Systems. Dealers determine their own pricing which may be higher or lower than Zenith Data Systems advertised prices.





## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

## ANTHROPOLOGY

**The Anthropology of Self and Behavior**, by Gerald M. Erlich (Rutgers University Press; 210 pages; \$34 hardcover, \$12 paperback). Discusses socialization, gender, sexuality, and other topics in a study of the relationship among culture, the self, and behavior.

## COMMUNICATIONS

**Expanding Free Expression in the Marketplace: Broadcasting and the Public Forum**, by Don Christ (Quorum Books; 192 pages; \$45). Considers the value of increasing public access to broadcasting.

**The News Shapers: The Sources Who Explain the News**, by Lawrence C. Soley (Praeger Publishers; 184 pages; \$42.95). Describes the backgrounds, influence, and affiliations of academic, former government officials, and others who appear frequently as consultants on network newscasts.

**Tales of Terror: Television News and the Construction of the Terrorist Threat**, by Bethumi A. Dohkin (Praeger Publishers; 144 pages; \$43). Argues that American media and government depictions of terrorism promote public panic about the issue and help build support for military interventionism.

**Vietnam-on-the-Potomac**, by Moya Ann Ball (Praeger Publishers; 232 pages; \$45). Shows how a "small group communication culture" created by President Kennedy and Johnson and their key advisers shaped decisions to escalate the war in Vietnam.

## CRIMINOLOGY

**Domestic Marijuana: A Neglected Industry**, by Ralph A. Weisheit (Greenwood Press; 192 pages; \$45). Traces the history of marijuana cultivation in

America, and presents original data on growers' backgrounds, motivations, operations, and economic rewards. **Power, Ideology, and the War on Drugs: Nothing Succeeds Like Failure**, by Christina Jacqueline Johns (Greenwood Press; 224 pages; \$45). Discusses the social costs and political consequences of current U.S. drug-enforcement policies.

## ECONOMICS

**Contrasting Styles of Industrial Reform: China and India in the 1980's**, by George Roven (University of Chicago Press; 168 pages; \$25.95). Focuses on the political economy of the reform process in the two countries.

**Costs and Productivity in Automobile Production: The Challenge of Japanese Efficiency**, by Melvyn A. Fuss and Leonard Waverman (Cambridge University Press; 240 pages; \$44.95). Identifies factors contributing to the comparative cost competitiveness of automobile industries in Canada, Germany, Japan, and the United States from 1961 to 1984.

**The Economics of Oligopolistic Competition: Prices and Nonprice Rivalry**, by Robert E. Kuenne (Blackwell Publishers; 312 pages; \$24.95). Proposes an alternative to game-theoretic analyses of oligopoly: includes discussion of decision making in the oil cartel.

**Entirety Capitalism: Foreign Investment and the American Dream in the Twentieth Century**, by Charles Geisst (Praeger Publishers; 184 pages; \$39.95). Traces the history of foreign investment in the United States.

**Global Effects of Liberalizing Trade in Farm Products**, by Kym Anderson and Rodney Tyers (University of Michigan Press; 284 pages; \$47.50). Presents a model for the analysis of markets for seven agricultural commodity groups.

**Industry Regulation and the Performance of the American Economy**, by Paul W. MacAvoy (W. W. Norton & Company; 192 pages; \$24.95). Discusses the history and economic effects of industry regulation since the 1887 Act to Regulate Commerce.

**Investment, Expectations, and Uncertainty**, by Harlan Driver and David Morison (Blackwell Publishers; 144 pages; \$47.95). Examines the investment behavior of businesses in an uncertain environment.

**The New American Community: A Response to the European and Asian Economic Challenge**, by Jerry M. Rosenberg (Praeger Publishers; 200 pages; \$39.95). Considers the potential benefits of an economic community uniting the countries of the Americas.

## Addresses of Publishers

**Beacon Press**, 25 Beacon Street, Boston 02108  
**Behrman House**, 235 Watchung Avenue, West Orange, N.J. 07082  
**Blackwell Publishers**, Three Cambridge Center, Cambridge, Mass. 02142  
**Cambridge U. Press**, 40 West 20th Street, New York 10011  
**Columbia U. Press**, 562 West 113th Street, New York 10025  
**Duke U. Press**, 6897 College Station, Durham, N.C. 27708  
**Greenwood Press**, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881  
**Habermas Union College Press**, 3101 Clifton Avenue, Cincinnati 45220  
**Hill & Wang**, 19 Union Square West, New York 10003  
**Hamington Library**, 4151 Oxford Road, New York 10022  
**Alfred A. Knopf**, 201 East 60th Street, New York 10022  
**MIT Press**, 55 Hayward Street, Cambridge, Mass. 02142  
**W. W. Norton & Company**, 500 Fifth Avenue, New York 10110  
**Oxford U. Press**, 200 Madison Avenue, New York 10016  
**Pennsylvania State U. Press**, 820 North University Drive, Suite C, University Park, Pa. 16802  
**Praeger Publishers**, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881  
**Princeton U. Press**, 41 William Street, Princeton, N.J. 08540  
**Quorum Books**, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881  
**Routledge & Kegan Paul**, 8075 Bolman Place, Savage, Md. 20763  
**Rutgers U. Press**, 109 Church Street, New Brunswick, N.J. 08901  
**Texas A&M U. Press**, Drawer G, College Station, Texas 77843  
**U. of Chicago Press**, 6801 South Ellis Avenue, Chicago 60637  
**U. of Hawaii Press**, 2840 Kaimalihi Street, Honolulu 96822  
**U. of Iowa Press**, Iowa 52242  
**U. of Massachusetts Press**, Box 420, Amherst, Mass. 01004  
**U. of Michigan Press**, P.O. Box 1104, Ann Arbor, Mich. 48106  
**U. of New Mexico Press**, Albuquerque, N.M. 87131  
**U. of Pennsylvania Press**, 413 Service Drive, Philadelphia 19104  
**U. of Texas Press**, Box 7819, Austin, Tex. 78713  
**Viking**, 375 Hudson Street, New York 10014

## FILM STUDIES

**City Boys: Cagney, Bogart, Garfield**, by Robert Sklar (Princeton University Press; 311 pages; \$27.50). Explores the screen personas, work lives, and political activities of three Hollywood stars who personified the cultural icon of the urban tough guy.

## FOLKLORE

**Earth and Sky: Visions of the Cosmos in Native American Folklore**, edited by Ray A. Williamson and Claire R. Farer (University of New Mexico Press; 320 pages; \$32.50). Includes original essays by folklorists and anthropologists.

**Off With Their Heads! Fairy Tales and the Culture of Childhood**, by Maria Tatar (Princeton University Press; 295 pages; \$24.95). Describes how adults have used fairy tales to discipline, instruct, and socialize children; other fairy tales, and the similar punishment of female and child characters for the "sins" of curiosity and disobedience.

## HISTORY

**The Birth of Pandora and the Division of Knowledge**, by John Barrell (University of Pennsylvania Press; 263 pages; \$28.95). Argues for a renewed focus on political economy in economic theory as a way of making that theory relevant to "real world" problems.

**Production Process and Technical Change**, by Mario Morroni (Cambridge University Press; 232 pages; \$49.95). Presents an analysis of the organizational, qualitative, and temporal aspects of production, and a model of the effects of technical change on the production process.

**Blackwell Publishers**; 464 pages; \$59.95). A study of Hapsburg Spain. **The Immortal Emperor: The Life and Legend of Constantine Paleologus**, by Donald M. Nicol (Cambridge University Press; 250 pages; \$39.95). Discusses the Byzantine emperor who was killed when Ottoman forces conquered Constantinople in 1453; describes the various myths that developed about the circumstances of his death, including the notion that he would be resurrected by an angel to drive out the Turks.

**James-Edward Justice: Political Thought in Imperial Japan**, by Richard H. Mitchell (University of Hawaii Press; 264 pages; \$30). Discusses the legal treatment of dissenters and criminal suspects before World War II.

**Jews and the German State: The Political History of a Minority, 1880-1933**, by Peter Pulzer (Blackwell Publishers; 356 pages; \$49.95). Traces the history of Jewish assimilation, emancipation, and persecution from the 1848 revolution to the Nazi era.

**The Journey of Life: A Cultural History of Aging in America**, by Thomas R. Cole (Cambridge University Press; 264 pages; \$27.95). Focuses on a shift in European and American culture from religious and communal to scientific and individualistic notions of aging.

**Land and Lordship: Structures of Governance in Medieval Austria**, by Otto Brunner, translated by Howard K. Beerman and James Van Horn Melton (University of Pennsylvania Press; 423 pages; \$46.95). First English translation of the 20th-century Austrian scholar's 1939 study.

**Medieval Games: Sports and Recreation in Feudal Society**, by John Marshall Carter (Greenwood Press; 184 pages; \$42.95). A history of sports in European society from the Middle Ages through the Middle Ages.

**Mesopotamia: Writing, Reasoning, and the Gods**, by Jean Bottéro, translated by Ziauddin Bahrani and Marc Van De Mieroop (University of Chicago Press; 312 pages; \$39.95). Translations of essays on such topics as the origins and study of the cuneiform writing system, and concepts of causality and proof in Mesopotamian divination.

**The Popular Front and Central Europe: The Dilemmas of French Imperialism 1918-1940**, by Nicole Jordan (Cambridge University Press; 360 pages; \$59.95). A study of French military, diplomatic, and economic policies toward Central Europe from the end of World War I to the Nazi occupation; focuses on the clash between the military and the Popular Front government of Prime Minister Léon Blum.

**A Prairie Populist: The Memoirs of Laura Keane**, edited by Jane Taylor Nelson (University of Iowa Press; 188 pages; \$22.95 hardcover, \$9.95 paperback). Edition of the memoirs of a Nebraska woman who was active in the 1880's Alliance movement of the Farmers' and Laborers' Union.

**Reason and Culture: A Sociological and Philosophical Study of the Role of Reason**, by Ernest Gellner (Blackwell Publishers; 208 pages; \$44.95 hardcover, \$17.95 paperback). Examines historical, philosophical, and sociological debates about the nature and value of reason.

**The Role of the American in History**, by the Role of the American in History, by Amy A. Oliver (Blackwell Publishers; 208 pages; \$44.95 hardcover, \$17.95 paperback). First English edition of the relationship between the history of the Americas and world history in general.

**Social Memory**, by James P. Fentress and Chris Wickham (Blackwell Publishers; 296 pages; \$34.95 hardcover, \$17.95 paperback). Combines history and anthropology in a study of the role of memory in the reconstruction of the historical and legendary past.

**The Weimar Republic**, by Detlev Peukert, translated by Richard Deveson (U. of California Press; 288 pages; \$28). Sets Germany's history and society during the Weimar period in the context of the history of modernist culture.

**Letters from Einstein to his first wife, Mileva**, the writings, which date from their courtship and early marriage, discuss the illegitimate birth of their daughter, whose existence is known only by this correspondence.

**A Different Sort of Time: The Life of Jerrold R. Zacharias**, Scientist, Engineer, Educator, by Jack S. Goldstein (MIT Press; 373 pages; \$35). Describes the American physicist's major role in science policy and science-education reform in the post-World War II era.

**Science as Public Culture: Chemistry and Enlightenment in Britain, 1780-1820**, by Jan Golinski (Cambridge University Press; 330 pages; \$54.95). Sets major developments in chemistry during the period in the context of the rise and decline of the civic life of the Enlightenment; scientists discussed include William Cullen, Joseph Black, Joseph Priestly, and Thomas Redd.

**LITERATURE**  
**Arguments of Augustan Wit**, by John Sitter (Cambridge University Press; 300 pages; \$49.95). Examines the intellectual significance of wit in the work of such English writers as John Dryden, John Gay, and Matthew Prior.

**Bitter Carnival: "Reverentment" and the Abolition Hero**, by Michael André Bernstein (Princeton University Press; 264 pages; \$29.95). Discusses the tendency to "heroize" outlaw, rebel, or monster figures who cast blame on society; texts discussed include classical Latin satires, works by Diderot, Dostoevsky, and Céline, and the courtroom testimony of Charles Manson.

**Forbidden Journeys: Fairy Tales and Fantasies by Victorian Women Writers**, edited by Nina Baym and U. C. Knoepfelmacher (University of Chicago Press; 374 pages; \$27.50). Edition with commentary of 11 tales by Victorian female writers.

**The Fox, The Captain's Doll, The Ladybird**, by D. H. Lawrence, edited by Dieter Mehl (Cambridge University Press; 356 pages; \$89.95). Edition of three novellas by the English writer.

**The Home Place: Women, Writing, and Domestic Ritual**, by Ann Rasmussen (University of Massachusetts Press; 336 pages; \$45 hardcover, \$15.95 paperback). Shows how the practice and traditions of housekeeping have influenced content and tone in works by Harriet Beecher Stowe, Sarah Orne Jewett, Mary Wilkins Freeman, Willa Cather, and Eudora Welty.

**Joyce and Wagner: A Study of Influence**, by Timothy Martin (Cambridge University Press; 300 pages; \$34.95). Documents Joyce's exposure to Wagner's operas, and allusions to the German composer in the Irish writer's texts.

**Left Letters: The Culture Wars of Miles Gold and Joseph Freeman**, by James D. Blum (Columbia University Press; 164 pages; \$17.50). A study of two prominent American "proletarian" writers—Miles Gold, best known for his 1930 autobiographical novel, *Jews Without Money*, and Joseph Freeman, best known for his 1936 autobiography, *An American Testament*.

**Reclaiming the Author: Figures and Fictions From Spanish America**, by Lucille Kerr (Duke University Press; 247 pages; \$32.50 hardcover, \$17.50 paperback). Explores aspects of authorial identity in works by Julio Cortázar, José Donoso, Carlos Fuentes, Elena Poniatowska, Manuel Puig, and Mario Vargas Llosa.

**Vital Signs: Medical Realism in Nineteenth-Century Fiction**, by Lawrence Rothfield (Princeton University Press; 250 pages; \$27.50). Writers discussed include Balzac, Flaubert, Eliot, Zola, and Conan Doyle.

**MUSIC**  
**The Family Letters of Richard Wagner**, translated by William Ashton Ellis, edited by John Dethlefsen (University of Michigan Press; 432 pages; \$55). Expanded edition of Ellis's 1911 translation of Carl Friedrich Giesecke's 1907 collection of Wagner's letters, as well as restoration of passages suppressed in the Giesecke edition.

**Muscle in Renaissance Lyons**, by Frank Dobbin (Oxford University Press; 440 pages; \$85). Discusses music and the wider social, political, economic, intellectual, and religious life in the French city at a time when it was a leading European commercial and cultural center.

**PHILOSOPHY**  
**Belief and Meaning: The Unity and Locality of Mental Content**, by Akeel Bilgrami (Blackwell Publishers; 320 pages; \$54.95). Defends a theory of intentionality that is both Fregean and Kantian in its view of the relation between the mind and the external world.

**The Concept of Time**, by Martin Heidegger, translated by William McNeill (Blackwell Publishers; 120 pages; \$34.95 hardcover, \$14.95 paperback). Translucency of the reconstructed text of a lecture delivered by the German philosopher to the Marburg Theological Society in 1924.

*Continued on Following Page*

## FELLOWSHIPS, REQUESTS FOR PROPOSALS

## ANNENBERG RESEARCH INSTITUTE

## Post Doctoral Fellowships 1993/94

## Application Deadline November 1, 1992

The Institute invites applications from scholars engaged in advanced research in Judaic and Near Eastern Studies, the latter including pre-Christian, Christian, and Islamic history and culture, from ancient to modern times.

Any topic within these fields may be proposed. For academic year 1993-94, the main topic of investigation will be:

## Law and Spirituality

What relationships exist between law and spirituality as aspects of a religious tradition? To what extent, and how, do these elements define the nature of religious civilizations? How do they determine the relationships within and among cultures, religions, and societies?

Preference will be given to projects relevant to this topic, although others may be considered.

Stipend amounts are based on a Fellow's academic standing and financial need, with a maximum of \$45,000 for the academic year. A contribution may also be made towards travel expenses.

Awards will be announced January 15, 1993.

For application material and further information, write to:

Secretary, Fellowship Program  
 Annenberg Research Institute  
 420 Walnut Street  
 Philadelphia, PA 19106  
 (telephone) 215-238-1290, (fax) 215-238-1540  
 (bitnet) ALLEN@ANNENRES

United States Agency for International Development  
Indo-U.S. Science and Technology Fellowship Program

## REQUEST FOR PROPOSALS FOR

## Scientific/Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution.

U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a settling-in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

For application and proposal guidelines, please contact:

Jeanine M. Danila  
 Academy for Educational Development  
 1255 23rd Street, N.W.  
 Washington, D.C. 20037  
 Telephone: (202) 862-1800

## Scholarship

## Scholarship

**Quality and Rationalism**, by Ernest Gellner (Blackwell Publishers; 208 pages; \$44.95 hardcover, \$17.95 paperback). Examines historical, philosophical, and sociological debates about the nature and value of reason.

**The Role of the American in History**, by the Role of the American in History, by Amy A. Oliver (Blackwell Publishers; 208 pages; \$44.95 hardcover, \$17.95 paperback). First English edition of the relationship between the history of the Americas and world history in general.

**Social Memory**, by James P. Fentress and Chris Wickham (Blackwell Publishers; 296 pages; \$34.95 hardcover, \$17.95 paperback). Combines history and anthropology in a study of the role of memory in the reconstruction of the historical and legendary past.

**The Weimar Republic**, by Detlev Peukert, translated by Richard Deveson (U. of California Press; 288 pages; \$28). Sets Germany's history and society during the Weimar period in the context of the history of modernist culture.

**Letters from Einstein to his first wife, Mileva**, the writings, which date from their courtship and early marriage, discuss the illegitimate birth of their daughter, whose existence is known only by this correspondence.

**A Different Sort of Time: The Life of Jerrold R. Zacharias**, Scientist, Engineer, Educator, by Jack S. Goldstein (MIT Press; 373 pages; \$35). Describes the American physicist's major role in science policy and science-education reform in the post-World War II era.

**Science as Public Culture: Chemistry and Enlightenment in Britain, 1780-1820**, by Jan Golinski (Cambridge University Press; 330 pages; \$54.95). Sets major developments in chemistry during the period in the context of the rise and decline of the civic life of the Enlightenment; scientists discussed include William Cullen, Joseph Black, Joseph Priestly, and Thomas Redd.

**LITERATURE**  
**Arguments of Augustan Wit**, by John Sitter (Cambridge University Press; 300 pages; \$49.95). Examines the intellectual significance of wit in the work of such English writers as John Dryden, John Gay, and Matthew Prior.

**Bitter Carnival: "Reverentment" and the Abolition Hero**, by Michael André Bernstein (Princeton University Press; 264 pages; \$29.95). Discusses the tendency to "heroize" outlaw, rebel, or monster figures who cast blame on society; texts discussed include classical Latin satires, works by Diderot, Dostoevsky, and Céline, and the courtroom testimony of Charles Manson.

**Forbidden Journeys: Fairy Tales and Fantasies by Victorian Women Writers**, edited by Nina Baym and U. C. Knoepfelmacher (University of Chicago Press; 374 pages; \$27.50). Edition with commentary of 11 tales by Victorian female writers.

**The Fox, The Captain's Doll, The Ladybird**, by D. H. Lawrence, edited by Dieter Mehl (Cambridge University Press; 356 pages; \$89.95). Edition of three novellas by the English writer.

**The Home Place: Women, Writing, and Domestic Ritual**, by Ann Rasmussen (University of Massachusetts Press; 336 pages; \$45 hardcover, \$15.95 paperback). Shows how the practice and traditions of housekeeping have influenced content and tone in works by Harriet Beecher Stowe, Sarah Orne Jewett, Mary Wilkins Freeman, Willa Cather, and Eudora Welty.

**Joyce and Wagner: A Study of Influence**, by Timothy Martin (Cambridge University Press; 300 pages; \$34.95). Documents Joyce's exposure to Wagner's operas, and allusions to the German composer in the Irish writer's texts.

**Left Letters: The Culture Wars of Miles Gold and Joseph Freeman**, by James D. Blum (Columbia University Press; 164 pages; \$17.50). A study of two prominent American "proletarian" writers—Miles Gold, best known for his 1930 autobiographical novel, *Jews Without Money*, and Joseph Freeman, best known for his 1936 autobiography, *An American Testament*.

**Muscle in Renaissance Lyons**, by Frank Dobbin (Oxford University Press; 440 pages; \$85). Discusses music and the wider social, political, economic, intellectual, and religious life in the French city at a time when it was a leading European commercial and cultural center.

**PHILOSOPHY**  
**Belief and Meaning: The Unity and Locality of Mental Content**, by Akeel Bilgrami (Blackwell Publishers; 320 pages; \$54.95). Defends a theory of intentionality that is both Fregean and Kantian in its view of the relation between the mind and the external world.

## FELLOWSHIPS, PRIZES

## Visiting Scholar Fellowship Competition

## 1992-1993

The Social Science Research Council Committee on International Peace and Security announces a competition for Visiting Scholar Fellowships. These three-month fellowships allow scholars, journalists, public servants, lawyers, and others to pursue research on innovative topics in international peace and security studies at universities and major research centers outside their home regions. In 1992-1993, Fellowships are offered to African, Eastern European, and Central European scholars and researchers who are resident in the countries of these regions.

Fellowships encourage junior scholars and others who can demonstrate comparable research experience to expand their participation in research and discussions on the security implications of worldwide cultural, military, social, economic, environmental, and political changes. The competition is designed for scholars in the first seven years of their postdoctoral careers and other eligible applicants at an equivalent stage. The competition gives strong priority to those who have not previously had the opportunity to study outside their home regions.

Fellowships will cover round trip economy airfare, institutional fees, and a modest stipend. Fellowship awards will not exceed \$8,000. For application materials and additional information contact: The Program on International Peace and Security, SSR, 605 Third Avenue, New York, NY 10158 USA. (212) 661-0280. FAX: (212) 370-7896. Deadline for applications: September 15, 1992.

## REMINDER

## National Writing Competition Involving Case Methods in Teacher Education

With initial support from Allyn and Bacon Publishers, the American Association of Colleges for Teacher Education, the Association of Teacher Educators, the Curry School of Education, and the National Education Association, the Commonwealth Center for the Education of Teachers—a Partnership between the University of Virginia and James Madison University—is sponsoring a case-writing competition for people interested in teacher education curriculum.

The deadline for submission of manuscripts is June 15, 1992. Each winning submission will be awarded a cash prize of \$500. Winning cases will be published by Allyn and Bacon together in a volume and will be made available to the teacher education community.

For more information please write or call:

Robert McNeerney  
 Commonwealth Center for the Education of Teachers  
 276 Ruffner Hall  
 University of Virginia  
 Charlottesville, VA 22903  
 (804) 924-6681



W.K. KELLOGG FOUNDATION

## An Invitation to Leadership

The Kellogg National Fellowship Program can help make the most of your personal leadership potential. As a KNPP Fellow, you'll develop broad leadership through experiential activities, learn new skills and competencies, explore human and social problems, and exchange ideas with other professionals. As a result, you'll become a leader more capable of the vision and action necessary in today's complex world.

Up to 50 Fellows with leadership potential will be chosen for the three-year program. Activities include Foundation-sponsored seminars, where Fellows explore domestic and global issues that threaten organizations and communities. Additionally, Fellows are awarded up to \$35,000 each to carry out non-degree projects that take them beyond the confines of their profession.

## KELLOGG NATIONAL FELLOWSHIP PROGRAM

Applications for KNPP Group XIII are now available. Completed applications will be accepted between August 1, 1992, and December 15, 1992.

Kellogg National Fellowship Program  
 W.K. Kellogg Foundation  
 One Michigan Avenue East  
 Battle Creek, Michigan 49017-4058

For applications or more information call:  
 1-800-367-3465 (24 hours)

## NEW SCHOLARLY BOOKS

Continued From Previous Page

**Descartes' Metaphysical Physics**, by Daniel Garber (University of Chicago Press, 198 pages, \$50). Hardcover, \$23.95 paperback. Focuses on the French philosopher's concepts of matter and motion.

**Entailment: The Logic of Relevance and Necessity, Volume II**, by Alan Ross Anderson, Noel D. Belnap, Jr., and J. Michael Dunn (Princeton University Press, 784 pages, \$75). The second and final volume in a study of "relevance logic."

**A History of Buddhist Philosophy: Continuity and Discontinuity**, by David J. Kalupahana (University of Hawaii Press, 304 pages, \$36). Hardcover, \$14.95 paperback. Describes tensions between absolutist and anti-absolutist schools of Buddhist thought.

**The Intellectual Virtues and the Life of the Mind: On the Place of the Virtues in Contemporary Epistemology**, by Jonathan I. Kvanvig (Rowman & Littlefield, 180 pages, \$39.50).

**Victorian Political Writings**, edited by Anthony Pugh, translated by Jeremy Lawrence (Cambridge University Press, 330 pages, \$59.95). Hardcover, \$18.95 paperback. Includes previously untranslated works by the Spanish Thomist philosopher Francisco de Vitoria (1483-1546).

## POLITICAL SCIENCE

**Algerian Reflections on Arab Crises**, by Ali El-Kenz, translated by Robert W. Shoukey (Center for Middle Eastern Studies, distributed by University of Texas Press, 116 pages, \$8.95). Translation of an Algerian social scientist's essays on such topics as the rise of Islamic political parties.

**Related Feudalism: Labor, the Law, and Liberal Development in the United States**, by Karen Green (Cambridge University Press, 260 pages, \$49.50). Hardcover, \$15.94 paperback. Identifies vestiges of feudal social structure in the American founders' concepts of the relationship between master and servant.

**Empowerment: The Politics of Alternative Development**, by John Friedmann (Blackwell Publishers, 256 pages, \$44.95). Hardcover, \$19.95 paperback. Argues that development policies should go beyond problems of material poverty to encompass issues of political, social, and psychological powerlessness.

**Expanding the Frontiers: Superpower Intervention in the Cold War**, by Karen A. Feste (Praeger Publishers, 216 pages, \$45). Analyzes patterns of U.S. and Soviet intervention in domestic conflicts around the world.

**George F. Kennan and the Making of American Foreign Policy, 1947-1950**, by Wilson D. Miscamble (Princeton University Press, 432 pages, \$35). Describes the American diplomat's activities and influence as head of the State Department's Policy Planning Staff during the Truman Administration.

**How Politics Changes: The Japanese Government and the Aging Society**, by John Creighton Campbell (Princeton University Press, 420 pages, \$39.50). Traces the development of Japan's elaborate system of pension, health-care, employment, and social-service programs for older people.

**Morality and American Foreign Policy: The Role of Ethics in International Affairs**, by Robert W. McElroy (Princeton University Press, 216 pages, \$24.95). Focuses on U.S. food aid to the Soviet Union during the famine of 1921, U.S. bombing of Dresden in World War II, President Nixon's policy shift on biochemical weapons production in 1969, and the signing of the Panama Canal Treaties in 1978.

**The Native Son Presidential Candidate: The Carter Vote in Georgia**, by Hanes Walton, Jr. (Praeger Publishers, 224 pages, \$42.95). Discusses electoral support for Jimmy Carter in state and national elections in Georgia, and considers his post-presidential role in the 1984 Reagan-Mondale contest.

**Political Participation and Democracy in Britain**, by Geraint Parry, George Mosser, and Neil Day (Cambridge University Press, 504 pages, \$84.95). Hardcover, \$34.95 paperback. Examines levels and patterns of political participation in Britain based on a survey of nearly 3,500 people.

**The Soviet Administrative Elite**, by Kenneth C. Farmer (Praeger Publishers, 320 pages, \$49.95). Analyzes the composition of the Soviet political elite from 1917 to 1990; draws on biographical and career data on more than 1,500 high-level leaders.

## POPULAR CULTURE

**Carnival Culture: The Trashing of Taste in America**, by James B. Twitchell (Columbia University Press, 320 pages, \$24.95). Shows how changes in publishing, film making, and television programming since the 1960s have affected cultural judgments about what is vulgar.

## PSYCHOLOGY

**Final Solutions: Biology, Prejudice, and Genocide**, by Richard M. Lerner (Pennsylvania State University Press, 252 pages, \$19.95). Presents an alternative to biological determinism and cultural determinism as frameworks for the understanding of behavior.

**Integrity in Depth**, by John Beebe (Texas A&M University Press, 174 pages, \$19.50). Considers psychological, theological, philosophical, and other perspectives on integrity, and consid-

ers how psychotherapy can promote that quality in an individual.

## PUBLIC POLICY

**Scientific Literacy and Environmental Policy: The Missing Prerequisite for Sound Decision Making**, by Dorothy J. Howell (Dorum Books, 200 pages, \$45). Argues that environmental policy makers respond more to special interests than to the realities of scientific innovation.

## RELIGION

**Jewish Lore in Manichaean Cosmogony: Studies in the "Book of Giants" Tradition**, by John C. Reeves (Hebrew Union College Press, distributed by Behrman House, 260 pages, \$49.95). Draws links between the motifs of Jewish apocalyptic literature and the cosmogony of the Persian prophet Mani, the third-century founder of Manichaeism.

**The Unauthorized Version: Truth and Fiction in the Bible**, by Robin Lane Fox (Alfred A. Knopf, 478 pages, \$27.50). Discusses the authors, compositional history, historical accuracy,

and internal textual inconsistency of the Bible.

## SOCIOLOGY

**Adoption, Race, and Identity: From Infancy Through Adolescence**, by Rita J. Simon and Howard Altstein (Praeger Publishers, 240 pages, \$45). Examines racial identity and social integration among non-white children adopted by white parents; draws on a longitudinal study that began in 1971.

**Global Development: Post-Material Values and Social Praxis**, by Brij Mohan (Praeger Publishers, 152 pages, \$39.95). Includes a comparative analysis of social development in Germany, India, and the United States.

**Power at Play: Sports and the Problem of Masculinity**, by Michael A. Messner (Beacon Press, 240 pages, \$23). Examines the relationship between sports and masculine identity in the lives of 30 male former athletes.

## THEATER

**The Jamaican Stage, 1855-1900: Profile of a Colonial Theatre**, by Errol Hill

(University of Massachusetts Press, 360 pages, \$30). A combined study of British colonial theater in Jamaica: the festivals, rituals, and other performance forms of the black masses.

**The New Woman and Her Sisters: Feminism and Theatre, 1880-1914**, edited by Vivien Gardner and Susan Rutherford (University of Michigan Press, 264 pages, \$39.50). Includes original essays on representations of the "New Woman" in British theater, opera, film, and other forms of spectacle.

**Richard's Himself Again: A Stage History of "Richard III."** by Scott Colly (Greenwood Press, 296 pages, \$49.95). Analyzes interpretations of the play in major English and American productions of the play since the 1590s.

**A Stage of Their Own: Feminist Playwrights of the Suffrage Era**, by Sheila Stowell (University of Michigan Press, 176 pages, \$34.50). Discusses portrayals of the suffragist cause in works such as American and British playwrights as Elizabeth Baker, Cicely Hamilton, and Elizabeth Robins.

## Scholarship

## The Book

If academic administrators are serious about wanting to halt the apparently steady decline of faculty teaching loads, they may have to pay more attention to what's going on in the classroom.

That is one interpretation of the experience of two researchers, William F. Massy and Robert Zemsky, in a continuing study of departmental activities at four private liberal-arts colleges and two private universities.

A few years ago, Mr. Massy and Mr. Zemsky—directors,

respectively, of the Stanford Institute for Higher Education Research and the Institute for Research on Higher Education at the University of Pennsylvania—coined the phrase "academic niche" to explain why faculty devotion to undergraduate instruction seemed to be dropping on many campuses. They theorized that faculty members expect uniform treatment in the setting of workloads: When a few professors gain more time for research or other non-instructional activities, there develops "an irresistible pressure to lower the average load."

Indeed, early findings from the study indicate that faculty members generally prefer small classes to big ones. But the study of 121 departments also suggests that professors become uncomfortable with small classes if they sense that someone is keeping an eye on size.

The catch is, no one may be watching. Discussing the study at a recent seminar, Mr. Massy said that at the six institutions were looking less closely at class size and teaching loads. What is occurring, said Mr. Zemsky, is an "inherent deregulation" that makes it difficult to determine how professors actually spend their time.

"The departments didn't even meet to discuss who taught what," Mr. Zemsky told the seminar.

A new academic head-hunting firm figures that retired college presidents know best how to pick new college presidents.

That's why the firm, Walt Montgomery Academic Search Consultants International, has hired some two dozen former presidents and deans as consultants to colleges searching for top administrators.

Mr. Montgomery, chairman of the Huntington, Tenn., firm, has been in the executive-search business for the agriculture industry for more than 20 years, and has always relied on the expertise of retired executives. He's convinced higher education can use a head hunter with his kind of philosophy. "This utilization of retired people has been very successful for us," he says.

Among the retired presidents who have signed on: William Lavery of Virginia Polytechnic Institute and State University, Wayne Reitz of the University of Florida, and Orville G. Bentley of the University of Illinois.

## Personal &amp; Professional

## Professor Did Not Adequately Attribute Material in Book, History Group Says

Association stops short of a finding of plagiarism

By DENISE K. MAGNER

WASHINGTON—An eagerly awaited action, the American Historical Association has found that Stephen B. Oates failed to adequately attribute material he used in his highly popular biography of Abraham Lincoln.

Mr. Oates, a professor of history at the University of Massachusetts at Amherst, has strongly denied allegations of plagiarism surrounding his 1977 book *With Malice Toward None: The Life of Abraham Lincoln*. The book is considered the standard one-volume biography of Lincoln.

Mr. Oates said the AHA decision "was not a censure of any kind." His critics disagreed with that assessment.

After a months-long inquiry, the AHA last week mailed a two-page statement of its finding to Mr. Oates and to five academics who had lodged complaints with the association accusing him of plagiarism.

## 'Appropriate Acknowledgment'

The association made no formal finding of plagiarism, but concluded: "Stephen Oates's account of Lincoln's early years in *With Malice Toward None* is derivative to a degree requiring greater acknowledgment of Benjamin Thomas's earlier biography of Lincoln."

The statement continued: "The Association recognizes Mr. Oates's original con-



Stephen B. Oates, author of a biography of Lincoln: "The AHA should not be passing judgment on an area of historical writing devoid of any recognized standard."

tribution and style but concludes that he failed to give Mr. Thomas sufficient attribution for the material he used."

Scholars need to attribute their sources in scholarly writing and in popular books, the AHA statement said. It "strongly" recommended that "any future editions of Mr. Oates's *With Malice Toward None* include appropriate acknowledgment of Mr. Thomas's *Abraham Lincoln*."

Mr. Thomas's book, *Abraham Lincoln:*

## Passages Cited by Critics of Lincoln Biographer

In reviewing allegations of plagiarism lodged against Stephen B. Oates, the American Historical Association considered 258 pages of documents presented by five academics. They accused Mr. Oates of plagiarizing language and information from Benjamin Thomas's 1952 biography *Abraham Lincoln* for his 1977 book *With Malice Toward None*.

Mr. Oates wrote a public rebuttal accusing his critics of editing passages to "create the appearance of plagiarism." He said both books draw on a "common body of knowledge about Lincoln." The association reviewed 62 pages of material written by Mr. Oates in his defense.

Following are several passages presented by critics of Mr. Oates as examples of what they see as plagiarism.

**Thomas:** "Spanish moss festooned the trees." **Oates:** "... the trees were festooned with Spanish moss."

**Thomas:** "Party lines had become more definite now, and the Whig and Democratic organizations were beginning to take form." **Oates:** "By now party lines had solidified. . . . In Illinois, Democratic and Whig organizations had begun to form. . . ."

**Thomas:** "In December a raging blizzard set in. For days it showed no letup, until snow piled three feet deep on the level, with heavy drifts. Then came rain, which froze. More snow. When the weather cleared at last, a lashing northwest wind drove the sharp crystals across the prairie in blinding, choking swirls." **Oates:** "Then in December a blizzard came raging across the prairie, piling snow high against the Lincoln cabin. Then it rained, a freezing downpour that covered the snow with a layer of ice. Now a wind came screaming out of the northwest, driving snow and ice over the land in blinding swirls."

**Thomas:** "He learned the elements of handling men. . . . William H. Herndon, his law partner of later years, believed he was rather proud of it after all." **Oates:** "Lincoln's friends thought he was actually rather proud of his service—after all, it had given him his first experience in leading and handling men. . . ."

*A Biography*, published in 1952, was viewed as the standard text on the 16th president until Mr. Oates's book appeared. (Mr. Thomas died in 1956.)

Mr. Oates issued a statement saying he was "delighted" that the group had made no finding of plagiarism, but "disappointed" that it "then rendered a 'finding' on an altogether different matter: what constitutes 'appropriate attribution of sources' in a work aimed at a general audience."

"There are no guidelines for what is sufficient acknowledgment of sources in popular biographies and histories," he said in his statement. "Thousands of such works, including a great many on Lincoln, have been published with no footnotes and no bibliographies at all. In my view, the AHA should not be passing judgment on an area of historical writing devoid of any recognized standard."

Critics of Mr. Oates offered a different interpretation of the AHA's decision. "I'm pleased that the AHA has seen fit to rebuke Professor Oates," said Michael Burlingame, an associate professor of history at Connecticut College and one of those who had accused Mr. Oates of plagiarism.

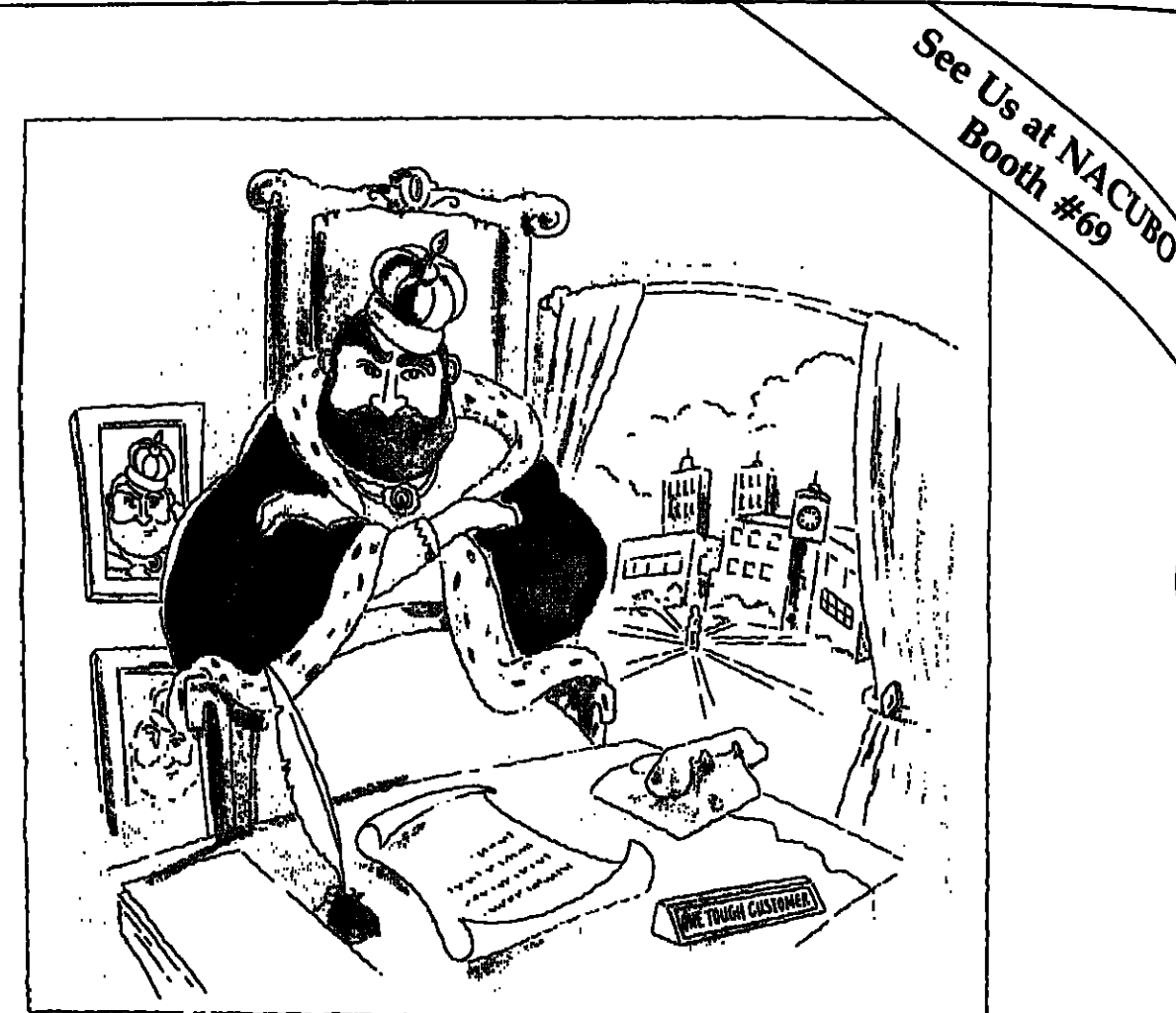
He and some other academics, however, accused the AHA of waffling and avoiding what many of them called "the P-word." They suggested that the association had steered clear of a formal charge of plagiarism for fear that Mr. Oates would follow through on his previous threats to sue the association and his accusers.

"I'm a little puzzled that plagiarism is not the specific judgment that they reach, even though it seems to be the spirit of their conclusion," said Cullom Davis, a professor of history at Sangamon State University and another of the five who complained to the AHA.

## Divisive Battle

The controversy illustrates the growing debate—some would say confusion—over what constitutes plagiarism and how to deal with it. It has been an especially divisive battle, with Mr. Oates accusing the

Continued on Following Page



## Are You Demanding Enough?

Call Griffin and ask us some tough questions.

At Griffin, we love tough, demanding customers. Your probing questions and high expectations give us the perfect opportunity to demonstrate what makes Griffin and our campus access systems the best in the industry.

Tough questions reveal the issues that make the competition unravel. Once the hard facts are out in the open, Griffin is the obvious choice. If you're getting ready to make some hard decisions about campus access systems, we invite you to call Art Brent, our Systems Division Vice President.

You'll learn that Griffin is the founder of the card access industry and why we continue to be the leading developer of innovative on-line system applications for the higher education marketplace.

You'll find that Griffin's systems are designed for the specialized needs of colleges and universities; the kind of technology the competition can't provide with "off-the-shelf" hardware and software.

You'll realize that in choosing Griffin, you choose a partner who supports you in every step

of the way with corporate resources, research and development, planning, implementation, training, service and marketing support.

So be demanding about your card access systems. Call Art Brent at (716) 924-7121 and ask him your toughest questions. We think you'll like what you hear.

**griffin**  
Griffin Technology Incorporated

Griffin Technology Incorporated • 1133 Corporate Drive • Farmington, New York 14425 • (716) 924-7121 • FAX (716) 924-1553



## History Group Says Professor Gave Inadequate Credit

Continued From Preceding Page  
AIA of conducting a "witch hunt" and calling his accusers "sleazy." A panel of some of the nation's best-known Lincoln scholars exonerated him in a public statement, but several later withdrew their names from it. Other professors blasted the Lincoln scholars for jumping the gun and accused them of trying to make the five "whistle blowers" look foolish.

### Additional Complaints Filed

It all began in 1990, when Robert Bray, a professor of American literature at Illinois Wesleyan University, presented a paper at a history symposium that made the first allegations of plagiarism against Mr. Oates. Mr. Bray wrote that Mr. Oates "has freely used Thomas's information, his language and even his narrative structure at many points in *With Malice Toward None*."

Mr. Bray said in an interview that he had "taken a lot of heat" for making the charges, but now felt vindicated. "The central claim of my essay was that Oates's treatment of Lincoln's early life was in fact derivative from Thomas," he said. "It sounds as if the AIA and I have come to essentially the same conclusion, although they call it something else."

After Mr. Bray's paper was submitted to the AHA, additional complaints were filed. Mr. Oates was also accused of plagiarism in the writing of his biographies of the Rev. Martin Luther King, Jr., and William Faulkner. Besides Mr. Bray, Mr. Davis, and Mr. Burlingame, the other complainants were Laurin A. Wollan, Jr., associate professor of criminology at Florida State University, and Alexander P. MacGregor, associate professor of classics at the University of Illinois at Chicago.

The association did not reach any finding on the other two books.

Mr. Burlingame of Connecticut College said last week that he might refile his complaint and ask the AHA to review further the allegations about the Faulkner and King books.

Mr. Oates, who has described his critics as "academics with axes to grind," accused Mr. Burlingame of waging a "pernicious campaign of assault on my integrity." Last year Mr. Oates prepared a lengthy rebuttal and circulated it to several dozen Lincoln scholars across the country. In it, he argued that a "common body of knowledge" exists about Lincoln that is "in the public domain." Both his book and the Thomas book drew on that pool of information, he said.

Because he is not a member of the AHA, Mr. Oates has also questioned its jurisdiction. The association, in its two-page finding, defended its authority to conduct the inquiry, saying it felt compelled to review the case because "standards of professional conduct are essential to the health of the discipline."

The association's Statement on Standards of Professional Conduct defines plagiarism as the "expropriation of another author's findings, interpretation, or text, presented thereafter as one's own creation without proper attribution to its actual source."

The association historically has not publicly released its findings on plagiarism complaints, and officials would not comment on Mr. Oates's case.

### 3 'Recognized Experts'

A copy of the AHA document obtained by *The Chronicle* said the association's governing council, in reaching its decision, had been advised by three "recognized experts" who reviewed the books and the allegations. It did not name the scholars, but called them ex-

perts "on Lincoln and mid-19th-century U.S. political history and biography." James B. Gardner, deputy director of the AHA, said the three had worked on condition of anonymity.

### Supporters Speak Out

Criticized by some scholars, Mr. Oates has been supported by others. In November a group of administrators and professors at the University of Massachusetts at Amherst announced it had reviewed the allegations and found them groundless. Said Robert E. Jones, chairman of the history department: "There are only so many ways you can talk about Lincoln's

early life without saying something that has been said before: How many ways can you say that Abe Lincoln was born in a log cabin in Kentucky?"

In April 1991, 23 Lincoln scholars and Civil War historians issued a joint statement on Mr. Oates's behalf. "We find no evidence of the appropriation of either the ideas or the language of other scholars without attribution—the only legitimate test of plagiarism," they said.

Since then, several of the signers have backed off. C. Vann Woodward, an emeritus professor of history at Yale University, initially signed it. But after receiving additional evidence, he said, he notified the AHA that the allegations merited an inquiry. He said the allega-

tions involving Mr. Oates's books on King and Faulkner were what "convinced me this needed to be investigated."

Mr. Woodward called the charges "serious" and said they might lead some academics to reconsider using Mr. Oates's book on Lincoln.

Other signers have continued to support Mr. Oates. One of them is David Herbert Donald, an emeritus professor of American history at Harvard University. In defending Mr. Oates, Mr. Donald said he was "troubled" by the anonymity of the three scholars who had assisted in the AHA review. "These people may be highly reputable and indeed great world authorities, but we have no way of knowing," he said.

## FACULTY NOTES

- Professor accused of harassment to be allowed to teach again
- 2 officials ordered to pay professor who was denied tenure
- 17 professors file class-action lawsuit over salary levels

A professor at the University of Washington who was suspended from teaching after being accused of sexual harassment will be permitted to return to the classroom.

The university's president, William P. Gerberding, decided last month that he would accept an earlier finding by a faculty committee that a former student, Teri A. Ard, had not proved her charge that G. Graham Allan, a professor of forestry, had sexually harassed her (*The Chronicle*, October 31, 1991).

Ms. Ard had accused Mr. Allan in March 1989; he flatly denied the charges. A series of actions and reviews ensued. In May 1989 David B. Thorud, the forestry dean, suspended Mr. Allan without pay and then fired him when the campus human-rights office found that the student's charges had merit.

Mr. Allan appealed to the Faculty Adjudication Committee, which ruled unanimously that Ms. Ard had not proved her charges. Mr. Thorud, the forestry dean, appealed to Mr. Gerberding to uphold his firing of Mr. Allan. The president first accepted the faculty committee's finding but then asked that the case be reopened after fresh misconduct allegations were made against Mr. Allan. Later those charges also were dismissed, and the forestry dean again appealed.

Mr. Gerberding ruled last month that he did not have grounds to overturn the faculty committee's ruling. Washington's faculty code provides that the president may overturn such a decision only if he finds it was arbitrary, unsupported by evidence, or the result of improper procedures. Mr. Gerberding said the matter was now closed.

The convoluted case has led to other legal actions. In June 1991 the university reached a financial settlement with Ms. Ard for \$125,000 plus lawyers' fees. She had claimed in a lawsuit that university officials knew of, but did not stop, the alleged harassment even before she had complained formally.

Mr. Allan, meanwhile, will return to teaching in the fall. He said that fighting to clear his name had cost him his life savings, and that

the experience of being falsely accused had made him uncertain about his role as a teacher, for which he previously had received recognition at the university. He said he would take steps to protect himself against any further accusations. "I certainly will not be asking any students into my office to discuss lessons," he said.

—PETER MONAGHAN

The former president of Tarleton State University and a current vice-president have been ordered to pay \$155,600 to a former professor who sued the institution after he was denied tenure.

A state district-court jury decided that former president Barry B. Thompson had acted without a "rational academic basis" when he denied tenure to Randy E. Rosiere in 1988. The jury also found that Mr. Thompson and Johnny Johnson, vice-president for student services, had acted with malice.

Mr. Rosiere claimed in his lawsuit that Mr. Thompson and Mr. Johnson had retaliated against him because he had criticized university plans to sell a ranch. He said he apparently annoyed Mr. Johnson by criticizing the plan in a forceful voice during a Future Farmers of America contest.

Mr. Rosiere was denied tenure following that incident, despite the strong endorsements of each committee that reviewed his tenure credentials. Mr. Rosiere, who was an assistant professor of range management at the time, has since left the university and is unemployed.

Mr. Thompson, now the president of West Texas State University, said he was "disappointed" by the decision, but could not comment further. Mr. Johnson did not return telephone calls to his office.

—KATHERINE S. MANGAN

Seventeen professors at Metropolitan State College have filed a class-action lawsuit against the institution and the Colorado Commission on Higher Education, claiming that they

have been discriminated against in the institution's salary structure.

In their lawsuit, the professors claim that the structure has created a two-tier salary system in which faculty members hired since 1986 are paid much more than longer-serving professors. They also claim that less-experienced professors are paid comparably to their peers at other institutions, but that longer-serving professors are not.

That disparity breaches the college's bylaws and the trustees' published guarantee of equity between Metropolitan State and comparable colleges, the professors charge. They say administrators are to blame because they failed to obtain sufficient financial resources from the state to meet their commitment.

The college has not yet responded to the lawsuit.

## NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Abstracts of Literature in Self-Directed Learning, 1988-1991**, by Gary J. Confessore and Huey B. Long (Oklahoma Research Center for Continuing Professional and Higher Education, 6000/200 McCarter Hall, University of Oklahoma, Norman, Okla. 73071; 264 pages; \$19.95). Also available are **Abstracts of Literature in Self-Directed Learning, 1986-1988**, by Huey B. Long and Gary J. Confessore (168 pages; \$19.95), and **Self-Directed Learning: A Practical Approach**, by Philip Burlingame and Kathryn A. Matthews (National Association of Colleges and University Attorneys, One Dupont Circle, Suite 620, Washington, D.C. 20036; 28 pages; \$6.50 paperback). Includes discussion of practical strategies to avoid claims of retaliation from whistle-blowing employees, and to minimize potential liabilities should such employees file suit.

**Responding to Whistleblower Protection: Analysis of Whistleblower Protection and Their Consequences**, by Philip Burlingame and Kathryn A. Matthews (National Association of Colleges and University Attorneys, One Dupont Circle, Suite 620, Washington, D.C. 20036; 28 pages; \$6.50 paperback). Includes discussion of practical strategies to avoid claims of retaliation from whistle-blowing employees, and to minimize potential liabilities should such employees file suit.

## Personal & Professional

## Information Technology

## Chemistry Professors Try Technology to Lure Students Into Advanced Study

Boston College uses electronic classrooms and computer-controlled instruments



David L. McFadden, head of the chemistry department at Boston College: "Freshmen shouldn't have to write data and plot graphs by hand when a computer can do it by pushing a button."

By BEVERLY T. WATKINS  
BOSTON

The chemistry faculty at Boston College has turned to technology in an effort to lure more undergraduates into advanced study.

In the past, graduate students and postdoctoral fellows have used computers to help collect and analyze their data, but undergraduates have always taken notes on their experiments and made calculations by hand.

Since last fall, however, faculty members have taught introductory chemistry courses in electronic classrooms. Students have used computer-controlled instruments in the chemistry labs and simulated dangerous chemical reactions with interactive videodisks in a computer-instruction center.

### Exciting the 'Media Generation'

The chemistry faculty decided that students who were excited about chemistry would be more likely to pursue careers in research, says David L. McFadden, chairman of the department. The way to excite the "media generation" was to integrate technology into the curriculum, he and his colleagues decided.

"In chemistry, all the more sophisticated instruments are controlled by comput-

er. When our graduate students hook up a computer to their projects, which they do for their theses, they really like it," he says. "Freshmen shouldn't have to write data and plot graphs by hand when a computer can do it by pushing a button. And you get a nice display."

Mr. McFadden adds: "The technology doesn't take anything away from learning the chemistry."

However, incorporating technology into the chemistry program has been more complex than some faculty members expected.

"There was not enough time to think about how to integrate computers into courses," says Dennis Sardella, director of undergraduate studies. "And there was no good software for difficult topics, such as chemical structure."

The greatest surprise, perhaps, was the

**"There was not enough time to think about how to integrate computers into courses. And there was no good software for difficult topics, such as chemical structure."**

students' response. "The students had to be lured or driven to the computer lab," Mr. Sardella says.

"Technology has a lot of potential, but we decided to just call this first year an experiment," he says.

Mr. McFadden remains optimistic that the new approach will increase interest in advanced chemistry. He points to this year's revival of the department's chemistry club as evidence.

"We revitalized our chemistry club, which has been dormant for years," he says. "We've had meetings with 25 and 30 young people there. I think they have a feeling of identifying with the department."

### \$31-Million Center

The chemistry department decided to computerize about five years ago, when Boston College agreed to build a \$31-million chemistry center to house the graduate and undergraduate programs. The department's 18 faculty members, who helped design the facility, concluded then that today's undergraduates must be taught the same computer-based techniques that are used in advanced research in academe, industry, and government.

"It was clear that computers are part of

Continued on Following Page

**SPECIAL REPORT**  
JULY 16, 1992  
**Graduate & Professional Education**  
Get an insider's view of the current issues surrounding African American, Native and Asian American participation in graduate and professional education.  
Topics and issues will include:  
• The 13-percent African American Ph.D. jump: The Story Behind the Numbers  
• A Controversial Roundtable Discussion With Graduate Education Leaders  
• The GGG, McAT, and LSAT: Use and Abuse of Standardized Testing in Graduate Admission  
• Ethnic Minority Mentorship  
• Planning the Search for Seeking a Graduate Degree: How Early  
• Never Too Late!  
Admission Deadlines: July 1, 1992  
10500 University Avenue, Suite 100  
Baltimore, MD 21206-3008  
(410) 385-1881 Fax: (410) 385-1889

## Using Technology to Lure Students Into Chemistry

Continued From Preceding Page  
the future in teaching chemistry," Mr. McFadden says.

Houston College's chemistry program has about 950 undergraduates. Most are taking the subject to satisfy general-education requirements or prerequisites for majors in such fields as biology, nursing, and pre-med. About 415 of the undergraduates are freshmen. Fewer than 20 of those are chemistry majors.

### Computer-Based Experiments

In the new chemistry center, freshmen take their lab courses in a facility equipped with 10 Apple Macintosh machines. Students conduct their experiments at special benches with instruments connected to computers. The computers analyze data and display them on a screen.

This year students performed just two computer-based experiments, one to find the temperature of a solution and the other to determine the degree of acidity or alkalinity. Lynne O'Connell, director of undergraduate laboratories, says a third experiment—for amount of light absorption—should be ready sometime next year.

For the temperature experiment, Ms. O'Connell explains, students measure the amount of heat released when an acid is neutralized with a base. Students have two cups with different solutions—one acid and one base. They put a temperature probe, attached by cable to a computer, into one cup and pour in the solution from the other cup. The reaction appears on the

computer screen as a graph, with a line that moves from the lower left-hand corner to the upper right-hand corner.

Using a similar procedure, students measure the change in pH as an acid is neutralized with a base. Again, the reaction appears as a graph on the computer screen.

"Before we had the general-chemistry lab, students would take their data, go home to do their calculations, and plot graphs on paper to come to some conclusions," says Robert F. O'Malley, a professor emeritus who teaches a course called Chemistry in Society. "Now, they can put data in the computer and the computer does the calculations before they leave."

"The students like that," he says.

The computers are linked to each other on a network and to two 25-inch wall-mounted video monitors. The network lets professors perform a demonstration at one lab bench and display the experiment on the monitor for the entire class to see.

### 'A Lasting Impression'

A computer-instruction laboratory equipped with 16 IBM personal computers and six Macs introduces students to chemical reactions they would not otherwise see. Using interactive videodisks, students can simulate experiments that are either too hazardous or too expensive to undertake in the chemistry lab.

For example, says Evan R. Kantrowitz, a biochemistry professor, students may choose different elements and see what happens when they are combined. "With some elements, when you mix A with B, you get an explosion," he says. "Sodium in water burns and may explode, depending on the size of the piece. Students see things you can just tell them about

in class but can't demonstrate. That leaves a lasting impression." Faculty members are also using the instruction lab to teach students how to write professional reports.

"Students work in the general-chemistry lab," Mr. McFadden says. "Then they go to the computer lab, where they use word processors to write reports with graphs. They are learning to do the professional reports they will need to do in professional labs."

### Advanced Graphics Program

The chemistry faculty deliberately put a Macintosh equipped with an advanced graphics program in the instruction lab. The visualization program is designed for researchers who want to create molecules and see what they look like before making them in the laboratory.

"Although this is a research-level program," says Mr. Sardella, "we put it in the same room with the undergraduate programs so students will see the more elaborate material that is available to them."

While this year was "a learning year," professors predict that next year will be "a shake-out and refinement year," as one of them puts it.

Only about half the faculty members have experimented with computers, Mr. Kantrowitz says. "Faculty are on their own as to how to design their courses. It is up to them if they want to use computers. Some people have taught certain courses certain ways, and they think that is the best way."

He continues: "We have to learn by using technology what parts are good for us and what parts aren't. This year, when we assigned students to do lessons in the instruction lab, we found that the first five lessons took one hour and the second five took three hours. We had to learn how much time each lesson took. Now we know."

### Extra Points for Lab Work

When students refused to use the computer-instruction laboratory, faculty members tried bribes.

"For a while we told students, 'If you complete all the lessons, you will get two extra points.' Medical students are exquisitely sensitive to that," Mr. Sardella says. "But we decided that was not the best way to get them into the lab, so we stopped. Use of the lab dropped off."

Udayan Mohanty, an associate professor of theoretical chemistry, speculates that students need additional incentives. "Students look on the computer as a help, not as part of the class," he says. "It has to be integrated into the curriculum, and a course has to be upped from three to four credits. Students think the computer lab is too much work unless they get more credit for it."

Actually, says Mr. Mohanty, he isn't sure how much time students should spend with computers. "There has to be a balance between computers and real experience in the lab and the lectures," he says. "Students' feeling for numbers and for chemistry is very small, so they need lots of hands-on training. Computers can't do that."

## The Learning Society: All Chalk—No Action

By Bernard R. Gillford, Ph.D.  
Apple Computer, Inc.



It's funny how a piece of historical trivia can spark dialogue about serious subjects.

For example, the blackboard was first used by a teacher in 1823 at Bowdoin College in Maine. Fifteen years ago, Arthur Levine slipped this fact into his *Handbook on Undergraduate Curriculum*. Ernest Boyer was obviously taken with this bit of lore: He cited Levine's claim in his 1987 book, *College: The Undergraduate Experience in America*. Boyer calls the introduction of the blackboard a "sign of the times"—and not a good sign, at that—associated with enlarged college classes, the rise of the lecture course, and the decline of oral recitation and disputation as the central strategies for college instruction.

More recently, Peter D. Relic, president of the National Association of Independent Schools, reported this famous "first" once again, citing both Boyer and Levine. He used it to begin a commentary in *Education Week* (October 2, 1991) titled "Back to the Blackboard."

The first screeching of chalk on an oversized slate board was a truly historic moment, Relic suggests, because, "In the 1991 version of the American education revolution, a true test of success will be how well teachers learn to use the blackboard, whatever its color."

I've read many attacks on educational technology, but Relic's is unique. He never mentions the computer; instead, he elevates the blackboard to an oddly lofty status.

"The teacher who writes on the board is thinking about communicating with children," he tells us. Well, maybe she is, and maybe she isn't. Just as the teacher who uses the computer may or may not be racking her brains about how to get through to disengaged youngsters.

Relic is right when he says that creative, confident teachers, well schooled in content areas as well as pedagogy, are the key to better education. He's right when he says (quoting Ed Meade) that technology is most useful as a resource to teachers. But he's dead wrong when he argues that the blackboard—a relic of the early nineteenth century—is the tool of choice for preparing students for the twenty-first century.

Of course a great teacher can do great things with a piece of chalk. But in most cases, chalkboard notations have to be aimed at the "average" student. Students who work more slowly, and those who are less visual, may still be struggling to make sense of those notes as they are erased to make way for new material. Meanwhile, those who work faster are doodling in their notebooks.

And all the chalk in the world won't help a teacher animate a biochemical reaction, or re-create the multisensory experience of a ritual gift exchange in New Guinea. In these contexts, the blackboard is all chalk, no action.

My point is not to erase the blackboard from American education. Certainly it has its place. Rather, I want to send this message: As we debate the value of computers in the classroom, let's not get polarized. No educational technologist will deny that creative, well-prepared teachers are the key to more effective instruction.

But we must be realistic about the setting in which most teachers now work. As budgets are slashed at every level, from primary to graduate schools, classes are growing and workloads are becoming impossible. Teachers everywhere are more eager than ever to make the best possible use of their time, and to use every available resource to meet their students' needs.

The multimedia programs now available are wonderful resources for teachers. Here's a case in point: Dr. C. Carl Jaffe, a professor of diagnostic radiology at Yale University's medical school, was frustrated about the amount of time he was spending teaching each new resident how to interpret ultrasound images of ailing hearts.

"My time was very inefficiently used because I repeated myself every month," Dr. Jaffe complained.

So he worked with a Yale programmer to create a multimedia application for the Apple Macintosh computer. New residents now work independently at the computer, at their own convenience. They click the computer's mouse to select a particular diagnosis and see a video clip showing how the heart of a person with that disease would appear on the ultrasound machine. By clicking a stethoscope symbol on the computer display, residents can also hear the recorded heartbeat associated with that particular condition. Then, a test built into the application asks residents to make diagnoses based on unidentified video clips.

"Now, when new residents arrive," says Dr. Jaffe, "I tell them to use the computer program and come back to me when they talk my language."

Very soon, new learning systems will enable students to work at their own pace and get feedback exactly when they need it. Thanks to advances in making digitized video available on networks, a student trying to work out a genetics problem will be able to summon immediate help in the form of a brief video presentation. I call this "just-in-time coaching." And in some cases, that two or three minutes of on-screen coaching may very well feature a great teacher going through the problem at—you guessed it—a blackboard.

## Information Technology

### NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

#### COMPUTER PROGRAMS

**Astronomy.** "Northern Constellations," for Apple Macintosh. Tutorial helps students identify constellations in the Northern Hemisphere; shows both summer and winter skies; \$39; quantity discounts available. Contact: Intellidisc, Department OAPD, Box 1530, Santa Barbara, CA 93116-1530; (800) 368-8355 or (805) 685-2100.

**Engineering.** "Mannequin Education," for IBM PC and compatibles. Lets engineering instructors incorporate ergonomics and human-computer-aided design into existing design curricula; simulates interaction between anatomically accurate, fully dimensional human forms in thousands of different postures and environments; includes curriculum for a course called "Introduction to Ergonomics/Humanizing CAD"; \$249. Contact: Biomechanics Corporation of America, 1800 Walt Corporation Road, Melville, N.Y. 11747; (609) 437-4441 or (516) 752-3506.

**Graphics.** "Scan," for IBM PC Systems/68000. Visualization program lets researchers manipulate data to create three-dimensional color displays; allows users to rotate images in any direction, change angle of view, and "fly through"; free on line. Contact: Supercomputer Computations Research Institute, Florida State University, Tallahassee, Fla. 32306-4052; (904) 944-1010.

**Programming.** "Access, Version 2.0," for IBM PC and compatibles. Lets instructors with no programming experience and minimal instructional-design skills develop academic programs, tests, presentations, and demonstrations; provides text in ASCII format, graphics, and a memory resident screen-capture program; \$2,500. Contact: IBM Expert Software, 3612 Poirier Street, St. Laurent, Montreal, Quebec H4R 2H5; (514) 745-4310.

**Utilities.** "ScreenShare, Version 1.1," for Apple Macintosh. Lets instructors send the images displayed on their computer screens to the screens of up to 30 machines networked in a computer laboratory; suspends programs running on other computers; \$329. Contact: White Knight Software, Box 564, 810 West Broadway, Vancouver, British Columbia V5Z 4C9; (604) 290-4855.

**Writing.** "Grammatik 5," for IBM PC and compatibles. Lets students check spelling and analyze grammar, punctuation, and style in written English; determines grade level of writing and compares work with documents of varying complexity; \$49; quantity discounts available. Contact: Reference Software International, 330 Townsend Street, San Francisco 94107; (800) 872-9933 or (415) 541-0509.

#### OPTICAL DISKS

**Environmental data bases.** "Water Resources Abstracts," for CD-ROM players used with IBM PC and compatibles. Contains abstracts from 200,000 research reports on water resources from contractors, government agencies, research institutes, and universities; \$750 for two disks; updated quarterly. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 763-2399.

**Speech.** "Listening Skills for Better Communication," for videodisk players used with Apple Macintosh. Tutorial helps students identify and overcome bad listening habits; \$300. Contact: Oral Communication Program, Radford University, Box 6932, Radford, Va. 24142; (703) 831-5750.

**Speech.** "Rehearsing and Performing With Speaking Outlines," for videodisk players used with Apple Macintosh. Tutorial helps students learn how to use an outline in presenting a speech; \$300. Contact: Oral Communication Program, Radford University, Box 6932, Radford, Va. 24142; (703) 831-5750.

#### CATALOGUES

**Higher Education Software Collection.** • Over 150 commercial programs • 200 courseware, shareware & public domain programs • IBM & Macintosh • FREE! (800) 342-7488 • Chariot Software Group

Would you like to publish your text material for class use? EMTEXT. 534 Pacific Ave. S.F., CA 94133.

#### COMMUNICATIONS

Enhance your campus academic and life style programs with GTE's Smart Campus. The turn key package includes an on-campus broadcast network for lectures and conferences, on and off-campus resource data access, advanced telecommunications and more.

Call 1-800-743-4228.

#### GTE Applied Campus Technologies

#### COMPUTERS: USED

Toshiba 3100, 20 Mb LT. 1 yr., case & software, \$1200. 804-341-6249.

#### CONSULTANTS

EDUCOM Consulting Group. 202-873-4200 or ECG@EDUCOM.EDU

#### GROUPWARE

#### PARTICIPATE®

Computer Conferencing Software for Distance Learning

Pax: 215-435-2453  
Internet: epart@vax1.ec.lehigh.edu

#### SOFTWARE

#### Administrative Software

Comprehensive, fully supported and integrated Student Information, Financial, Human Resources, and Fundraising software system for higher education. Installations at over 90 colleges and universities. On-site training/installation provided.

For information call 1-800-253-5017.  
COMPUTING  
OPTIONS  
COMPANY

CARS provides a solution that is fully integrated, with a fully relational database structure offering unmatched data retrieval. CARS operates on four principles: clear vision, conservative business philosophy, excellent technology, and quality service.

#### CARS

Information Systems Corporation  
400 Executive Park Drive  
Orem, UT 84057  
801-222-4442

## InfoTech Services



**The BANNER Series**  
The Power to Reach New Heights in Administrative Computing  
**Five Integrated Systems**  
Finance • Alumni/Development  
Financial Aid • Student  
Human Resources

Systems & Computer  
Technology Corp.  
4 Country View Road  
Malvern, PA 19355  
In PA, call: 215-647-5000  
Call toll-free 800-223-7036

**Integrated Information Management Systems.** Colleague is a comprehensive software package that streamlines all administrative functions with Student Management, Financial Management, Human Resources, and Fund-Raising Systems.

Benefactor is an integrated set of modules designed to support all development activities including strategic and campaign planning, donor acquisition and cultivation, and gift and pledge processing.

With 23 years of experience, Datatel is committed to delivering quality products and services to higher education.

Datatel • 4375 Fair Lakes Court  
Fairfax, VA 22033 • 703-968-0000

///DATATEL



**COMPUTER ASSOCIATES**  
Software superior by design.  
Computer Associates provides educators with software that better the competition in functionality and design, and is priced much less. From graphics to word processing, spreadsheets to accounting, CA offers the most value for your investment. Step up and see the software that is used by over 85% of America's Fortune 500 employees. For more information call 1-800-MICRO80.

#### EDISmart Electronic Transcript Management

EDISmart converts student academic transcripts into the ANSI X12 format for sending and receiving with a PC and modem. For outstanding savings in time, labor, and money, call 716-467-7983, ext. 450.

#### EDISmart

©1992 Information Associates, Inc. All rights reserved.

Career Planners SIGI PLUS from ETS—career guidance software system for the '90s. Call 800-257-7444.

Federal Grant Forms Software, 13170-58 Atlantic Blvd., Suite 307, Jacksonville, FL 32225.

#### LEGEND

**Tomorrow's Solutions Today**  
... the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6105.

**AMS**  
American Management Systems

Subscribe to DECNEWS  
All users of BITNET or INTERNET networks are invited to subscribe to DECNEWS for Education and Research, a monthly electronic newsletter from Digital Equipment Corporation. For information, send electronic mail to: decnews@mc-dec.com, or call 800-467-5351.

**digital**



**Quodata**  
Successful software & services for Information Management in Higher Education.  
Call: 800-OK-111ELP

**MAPLE**  
The New Math Standard  
Waterloo Maple Software  
181 Columbia Street West  
Waterloo, Ontario, Canada N2L 2L2

#### TEXT CONVERSION

We convert typed/printed documents to Mac/PC files. Cheap, fast and accurate. Scanners 1-800-752-4480

Reach over 420,000\* technology-minded readers every week... higher-education professionals who are looking for information about computer products and services.

- Academic computing
- Artificial intelligence
- Associations
- Books / catalogues / publications
- CAD / CAM
- CD-ROM
- Communications / faxes / modems
- Computers new
- Computers used
- Consultants
- Data conversion
- Data entry
- Data recovery services
- Desktop publishing
- Disk drives
- Maintenance management
- Media conversion
- Networking
- Optical disks
- Peripherals
- Programming tools
- Public domain / shareware
- Retail leasing
- Security
- Services
- Software
  - by classification
  - by discipline
- Supplies
- Systems / hardware
  - boards
  - monitors
  - printers

and more... every week.

**InfoTech Rates (per insertion)**  
Display: \$65/column inch  
Listing: \$15/line, minimum of 2 lines

Discounts are available for multiple insertions.  
Call Display Advertising at 202-466-1080 for more information.

**InfoTech Services**  
The Chronicle of Higher Education  
1255 Twenty-Third Street, N.W. • Suite 700  
Washington, D.C. 20037

## VIDEOS

Introducing 4 New Titles

**VALUING DIVERSITY**

RACE  
Disability  
Ethnicity  
Gender  
AGE  
CULTURE

**DIFFER**

Valuing Diversity® is now a 7-part film/video series.

Please send information re: ☐ preview ☐ rental ☐ purchase ☐ loan ☐ VHS ☐ Beta

Name \_\_\_\_\_ Address \_\_\_\_\_

Position \_\_\_\_\_

Organization \_\_\_\_\_ Postal Code \_\_\_\_\_ Tel. \_\_\_\_\_

COPELAND GRIGGS PRODUCTIONS 302-22nd Avenue, San Francisco, CA 94121 415-608-4200 Fax 415-608-8004



## MÉLANGE

## Intellectual Isolation; Bush's Presidency; a Writer's Chief Enemy; Neglected Youth

AFTER DECADES of rapid expansion, universities find themselves with educational and research programs that have grown by accretion, almost always overreaching available resources. Now, when difficult choices and pruning of programs are necessary, the collegial community of scholars finds itself in disarray largely because of the growth and specialization of scholarship and the competitive funding system. The excessive separation of disciplines has been stabilized and perpetuated by external professional societies. Teaching has been devalued in comparison to research, further dividing the faculty.

Thus, educational and financial decisions are being made with ever increasing difficulty in more of an adversarial than a collegial framework.

We hear much these days of how ideals of political correctness distort debates on campus and threaten the heart of the university. . . . Issues such as political correctness seem to me much less threatening to the future of the university than the intellectual isolation of its scholars, the separation of the humanities from the sciences, and even of one science from another. Add to these concerns tensions between graduate and undergraduate education, as well as between scholarly isolation and responsiveness to the external community, and one has the basis of a fundamental challenge to the modern university.

—Samuel O. Thier, president of Brandeis University, in his inaugural address

BUSH . . . committed his presidency to a method of seeking legislation that disdains public debate over important policy ends, relying instead on private meetings aimed at producing a Washington consensus. One problem with this method of governing is that, in the absence of a clearly defined public position, presidential decisions tend to resort to strategies of finesse that seldom lead to satisfying results, whether for the president, the political "process," or the nation. . . .

The most important domestic policy issue facing the country remains: How much taxation and how much government do we as a people really want? And, relatedly, which government policies best contribute to economic growth? . . . The nation could use the leadership of a president who does not scorn politics in the best sense of that word but is willing to fully use the office he holds by framing rational terms of debate.

—Terry Eastland, resident fellow at the Ethics and Public Policy Center, in the spring issue of Policy Review

ONE of the hardest lessons for graduate students in creative writing is to learn that their chief enemy, their chief obstacle, their chief problem, is themselves. Asked for advice by someone who described himself as "a struggling writer," Isaac Bashevis Singer packed his response into two trenchant

words: "Stop struggling." Learning how to work from within yourself, without worrying about what you will encounter, is painfully difficult. It is also crucially important.

The difficulty can, I think, be summed up in one word: fear. Writers who have not yet found themselves, found their voices, found their subjects and their true stances, are usually writers who are afraid of what they will find. There is thus a special kind of vulnerability to the writer, as of course there is to all artists. In order to be open to themselves, in order not to be afraid of whatever boils and bubbles up from within, they have to keep themselves aware of and accessible to every kind of thought and emotion. To block anything may be to block everything, so it all has to be allowed.

This is easy enough to say, but hard, and usually painful, to accomplish. No one can do it all the time; only the strongest can keep it up through all the long years of a full artistic life.

—Burton Raffel, professor of humanities at the University of Southwestern Louisiana, in Artists All: Creativity, the University, and the World, published by the Pennsylvania State University Press

WE TALK TOO MUCH these days about youth being our nation's future, and about the tragic and costly consequences, both social and economic, if we do not nurture, train, and teach them better.

But it's one thing to talk about these issues in the abstract, another to commit ourselves to sustained efforts to help the young black woman with no formal skills languishing in a group home because her family has disappeared into the nightmare world of rock cocaine, or the poor-white kid who has been brought to the Hall (a public juvenile facility) after poaching his brain with gasoline fumes and who is desperately afraid he won't be able to handle his drug problem by himself on the "outs." . . .

That we do not seriously address these needs reflects, in part, the dimly predictable fiscal starvation of public agencies in general and youth services in particular. But beyond that, the systematic neglect of the kids inside betrays our pervasive belief that most of them are undeserving or expendable or both.

"They can keep getting you in here where they don't have to deal with you," Nick says, and he cannot be altogether wrong. There is a part of our national psyche that would rather put a boy in prison for not going to school than make a serious effort to teach him how to spell.

—Elliott Currie, research associate at the Institute for the Study of Social Change and lecturer in the legal-studies program at the University of California at Berkeley, in *Dope and Trouble: Portraits of Delinquent Youth*, published by Pantheon Books

## Scholarly Articles Should Be Treated as Valuable Property

Continued From Preceding Page

and disagreements about fair use that sometimes are resolved only in court, everyone in higher education must understand how these commercial arrangements work and how they might be changed to strengthen scholarly communication.

Universities and government agencies that support university research pay investigators to create new knowledge. The resulting intellectual property that takes the form of new products is patented by universities. Universities regard their ownership rights in those patents as essential to assuring that benefits of the new knowledge are returned to the public, to the researcher, and to the university itself.

Most of the rest of the intellectual property that researchers "create" at universities can be copyrighted by the institutions as work done for hire, but this is rarely done. Explicitly or implicitly, universities allow researchers to make any use they wish of their work. Scholars routinely use that freedom to give their copyrights

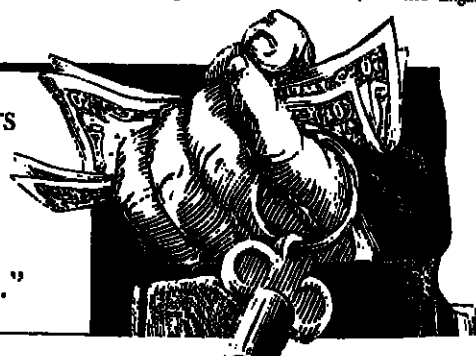
large profits, expand existing journals, take over the publication of not-for-profit journals, and create new publications. These publishers have established near-monopolies on publications in some disciplines.

The result for academic libraries in the United States has been years of double-digit cost increases for a small number of high-prestige journals. Those subscriptions now eat up a large part of libraries' budgets, eroding spending for other parts of libraries' collections and for other services, such as helping students and faculty members to use electronic information fully and effectively. The power of some publishers to skew library spending threatens the entire system of scholarly communication.

What changes might be made to protect scholarly communication? Some experts believe that research universities should de-emphasize the "quantity" of a scholar's publications when they award tenure or promotions. But a more powerful response lies in the commercial realm: The commercial value of copyrights must be recognized and managed as a university resource. Universities can manage copyrights so as to change marketplace conditions that are unfavorable to scholarly communication.

Those who control copyrights control scholarly communication, as the English

"The power of publishers to skew library spending threatens the entire system of scholarly communication."



to journal publishers. Researchers disregard the economic value of their articles in return for the freedom to place them in the most prestigious journals possible. (They rarely do this with book copyrights because they see more clearly how they can benefit financially from their books.)

JOURNAL PUBLISHERS want the copyrights of articles they publish, because copyrights result in royalty income. Legal restrictions on reproducing copyrighted material also help insure subscription income. The royalty and subscription income pays for editorial costs, production and distribution costs, and capital costs, including the expense of publishing commercially unsuccessful titles.

University libraries are a principal source of subscription income for scholarly publishers. It is ironic that by subscribing to journals, libraries in effect buy back the scholarship that university faculty members have created and given away. Because publishers hold the copyrights of the material that libraries need, libraries have little choice except to pay rapidly rising subscription prices or not subscribe at all.

A number of factors account for the steep price increases in recent years, including the long-term fall in the value of the dollar against foreign currencies; higher per-issue costs resulting from greater specialization and shorter press runs; and increased scholarly output, requiring larger issues of journals than in the past. Further, studies have shown that a handful of European, for-profit publishers have charged extraordinarily high prices to generate

professor who "unpublished" his article discovered to his chagrin. We propose that universities retain part of that control. Under our proposal, university administrators and faculty members would agree that journal articles are the work done for hire, as they already have done for work resulting in patents. Faculty members would continue to give the copyrights of their articles to any journal publisher they wished. But there would be one change in existing practice: When the author and the university agreed to give the copyright to the publisher, they would explicitly give non-profit organizations the right to copy the articles in response to specific requests for them. Faculty members would not transfer the copyrights of articles written as work for hire to any publisher unwilling to accept that condition.

We anticipate the following results if our proposal were adopted:

■ Copyright restrictions would no longer apply to non-profit libraries that wanted to reproduce university-generated scholarship. Universities would retain the one ownership right—that of copying—that makes it possible to use material held by other libraries. Besides saving professors and students from paying royalty fees, this plan might allow some libraries to drop their subscriptions to infrequently used journals.

■ Journal publishers would no longer be selling subscriptions to a captive market. The market for journals thus would be competitive, with prices more dependent on factors that actually enhance scholarly communication, such as the quality of the research available in particular journals. In a more competitive market,

## OPINION

## OPINION

prices for some journals might decrease.

■ Subscription costs for some journals would increase, because fewer libraries would subscribe to them. Some libraries would be able to depend instead on interlibrary loans to obtain journals. The presumed shift in prices—with some rising and others decreasing—would reflect a rationalization of the marketplace.

■ Some material may not get published—unacceptable, even a welcome, result if no viable market exists for the work.

OF COURSE, universities can continue to insure the publication of worthy material by subsidizing university presses. Universities might even funnel more money into their presses if the money their libraries now pay to commercial publishers could be redirected to university-published scholarly journals.

Change is always problematic, especially when it involves something as fundamental as scholarly publishing as copyrights. Since faculty members tend to resist administrative interference, they probably will resist

the idea that journal articles are work done for hire—until they are convinced that such a system can lower the overall cost of communication and thereby benefit scholarship.

Journal publishers also will resist this change. Some of their concern might be allayed by insuring that the right to copy articles does not become a general right to republish them. But even that will not satisfy some publishers in the for-profit sector. Initially they might refuse to accept articles on the terms proposed, thereby blocking an author's attempt to place his or her work in the most prestigious journal possible. But the prestige of journals depends on their publishing the best work available, so if research universities and their faculties agreed to set conditions on copyrights, publishers eventually would be forced to accept them.

Universities and their faculty members would have to work in concert to bring about the change that we propose. The first step in achieving coordination between faculty members and administrators is to educate both groups about the existing system

## LETTERS TO THE EDITOR

## Questioning the History of Western Civilization

TO THE EDITOR:

In her essay on what she sees as the Afrocentric threat to the traditionalist tradition ("Afrocentrism Poses a Threat to the Traditionalist Tradition," Point of View, May 6), Mary Lefkowitz says that I have written that "no one before 1600 doubted that Greek civilization and philosophy had been 'derived' from Egypt." She goes on to state that my argument does not "have even a remote claim to authority" and that it is only accepted because it is "made before audiences who do not know enough about the ancient world to question them."

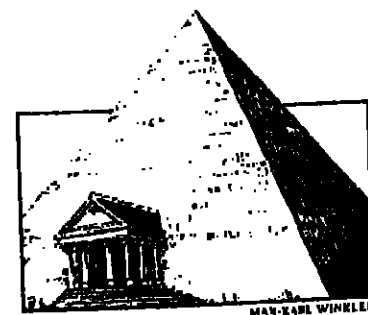
The last point is absurd. I have made such arguments to dozens of audiences containing classicists and intellectual historians throughout the United States and elsewhere. Furthermore, in 1989, Volume 1 of *Black Athena*—in which such claims are made—received the honor—unique for the work of a non-classicist—of being the topic of the presidential address of the American Philological Association, the leading professional body of classicists in this country. The proceedings were later published in the classical journal *Aethusa*.

As to the question of my argument being made without "even a remote claim to authority," I spend a considerable portion of Volume 1 of *Black Athena* giving evidence to back this claim. For those who have not read the book, let me give a few examples of some people who did see Egypt as having played a central role in the formation of Greek civilization. Herodotus maintained that Egypt had provided the core of Greek religion; Plato believed that the Egyptian god Thoth, had invented writing and all sciences. It should also be noted that it was generally acknowledged by Greek writers that geometry had originated in Egypt, and geometry was the centerpiece of Platonic education at the Academy.

Aristotle maintained that mathematics had been developed by Egyptian priests because they had *scholē*, a word on the Greek word's double meaning of "learning" and "leisure."

Skipping over many writers in late antiquity who believed the same, we

reach the Renaissance. It is certainly true that 15th-century Italians were fascinated by Greece, but that did not mean that they questioned the conventional wisdom that Orientals in general and Egyptians in particular had been the Greeks' teachers. This attitude is epitomized by the story about the greatest Florentine patron of the arts and letters, Cosimo de Medici, and the Hermetic texts. In 1460, Cosimo had arranged with his translator Marsilio Ficino to have the extant works of Plato translated into Latin. However, at this point some of his agents arrived with so-called Hermetic texts, which were believed—rightly in my opinion—to be Egyptian. Immediately, the work on Plato was set aside to give priority to what were seen as the more ancient and superior Egyptian writings of Hermes Trismegistos, the teacher of Plato's teachers. Copernicus and his great champion Giordano Bruno were steeped in Hermeticism, and Bruno wanted to restore the gods of



Egypt, for which, among other reasons, he was burned by the Catholic Church in 1600.

I chose the cut-off date in 1600 because skepticism about the earlier wisdom of the Egyptians began to be expressed around this time. Nevertheless, belief that Egyptians had taught the Greeks did not stop at that date. . . . All in all, while it is difficult to prove a negative statement such as "no one doubted," there is abundant evidence that before 1600 conventional wisdom held that Orientals in general and Egyptians in particular had been the teachers of the Greeks.

To return to Mary Lefkowitz's essay, I am not its only or even its chief target. She sees her major enemy as the Afrocentrists. At this stage, I

must apologize to readers of *The New Republic* because I am drawing on material used in a letter to her in that journal. However, I think the recycling is justified as she did not mention these points in her response.

Mary Lefkowitz pours scorn on the African vindictualists' claim of a "stolen legacy." While there is no doubt that they have been wrong on many particulars, as in the issue she cites of Aristotle's *On the Soul*, they are in fact tapping into a tradition of great antiquity and some validity. In the 1st century A.D., the Neo-Pythagorean sage Apollonios of Tyana visited India. According to his biographer Philostratos, the Indians were surprised to find Apollonios virtuous because Egyptians had told them that they, the Egyptians, had established "all the sacrifices and rites on initiation that are in vogue among the Greeks," who were ruffians.

The idea that Greeks were taking aspects of Egyptian religion also comes in a passage in the *Hermetica Corpus*. Philo of Byblos's writing around A.D. 100 claimed that Greeks had appropriated Phoenician and other ancient myths and had then imposed their versions or fictions on other peoples. In the 2nd century A.D., the Assyrian Christian Tatian argued that the Greeks had stolen Phoenician letters and Egyptian geometry and historical writing.

Such arguments are not implausible. We know that "Pythagorean" triangles were used in the Near East more than a thousand years before Pythagoras. The volumes of pyramids were measured almost equally early, long before the time of Euclid, long before the time of Archimedes, who according to Aristotle was the first person to do so. "Archimedes' screw" was in use in Egypt centuries before the Greek scientist was born. It may be too emotional for academic tastes, but the word "stealing" in such cases does not seem altogether inappropriate.

Now to the core of her essay: Mary Lefkowitz's claim that Afrocentrist claims are a threat to the European rationalist tradition. She admits that "many [Northern European] scholars in the 19th century over-emphasized the connections of the Greeks to Northern Europe, when they

of scholarly communication and the value of copyrights.

Then professors, administrators, college business officers, and publishers can consider proposals such as ours about how copyrights might be better managed to benefit higher education.

THIS EFFORT can begin through the committees and study groups of such higher-education organizations as the American Association of University Professors, the Association of American Universities, the National Association of State Universities and Land-Grant Colleges, the National Association of College and University Business Officers, and the Association of American University Presses. Some of these groups already are looking for administrative devices to change the market forces in scholarly communication.

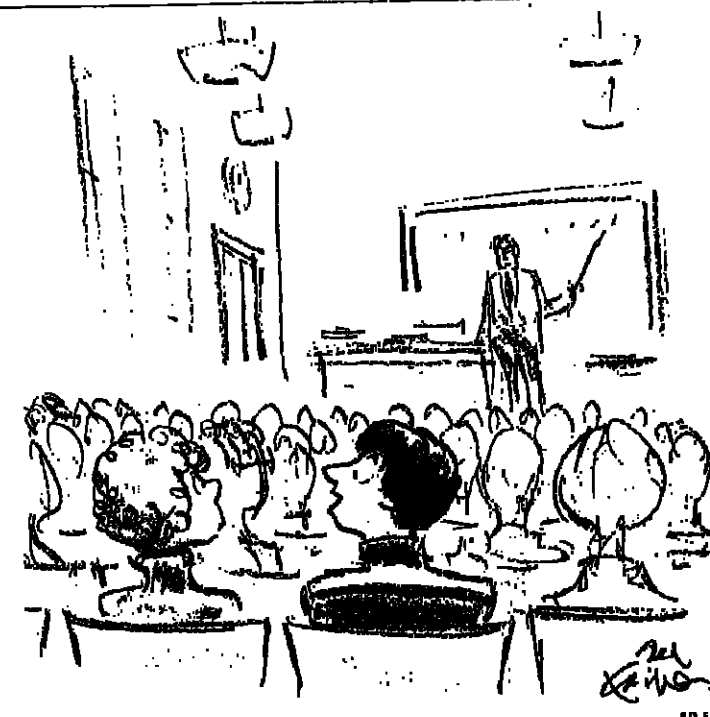
Other organizations, such as the Association of Research Libraries and the Association of Academic Health Centers, also could play major roles in building understanding of the costs of scholarly communication.

and how copyrights shape that communication.

Some librarians and computer experts argue that computer networks and electronic publishing provide alternative means of dealing with the cost crisis in scholarly publishing. But experience has shown that networks will not flourish as a means of formal scholarly communication or deliver the economic benefits they seem to promise until questions of copyright have been resolved. The slow growth of electronic-journal publishing demonstrates this.

Our existing publishing system is critical to us now and impossible to replace in the near future. And the root of the current crisis—the failure to manage copyrights as a university asset—will be no less an issue in any succeeding system of electronic communication. It would be disastrous simply to move our cost problems from one system to another.

Scott Bennett is the director of the Milton S. Eisenhower Library and Nina Matheson is director of the William H. Welch Library at the Johns Hopkins University.



THE CHRONICLE OF HIGHER EDUCATION

"So this 'illad's' a classic, right? Like Coke."

should have turned their gaze to the Egyptians and the Near East." I imagine that she would also concede that the causes of these biases were as she describes those of the Afrocentrists: "to recreate history in order to praise themselves or to devalue the achievements . . . of those peoples whom they regarded as their enemies."

The 19th-century scholars who did this were the founders of her discipline. Yet she sees Afrocentrists, who do it now, as subverters of rationality.

Like Mary Lefkowitz, I dislike both the Eurocentric and the Afrocentric extremes, and I also appreciate the Greek historians, who as she writes, often saw good qualities in their enemies. This is in fact one of the chief reasons why I tend to prefer their views of history to those of 19th- and 20th-century scholars who have been blinkered on the issue of contacts between Greece and the rest of the East Mediterranean by their racism and anti-Semitism.

Finally, I think that Mary Lefkowitz is unnecessarily fearful when she attempts to link the fate of Western rationality to that of the conventional attitude of classicists toward ancient Greece. Western rationality did very well before the Romantic view of a semi-divine and

pure Greece was formed. Indeed, much of European culture was created by people who had a far more hostile attitude to ancient Greece than the most farouche Afrocentrist. Francis Bacon, for instance, saw Greece as the root of the philosophical system he was attacking: "The sciences which we possess come from the most part from the Greeks. . . . Now the wisdom of the Greeks was professorial and much given to disputations; a kind of wisdom most adverse to the inquisition of truth."

He thoroughly disapproved of what he saw as such useless philosophers as Plato, Aristotle, Zeno, and Epicurus; even those Greek thinkers he thought less bad were, in his opinion, "not altogether free of the failing of their nation. . . . they are prompt to prattle, but cannot generate; for their wisdom abounds in words but is barren of works."

For Bacon, the discoveries that had helped humankind were made before the Greeks, and he argued that "when contemplation and doctrinal science began, the discovery of useful works ceased."

According to Isaac Newton, when considering atomic theory and heliocentricity: "The Egyptians were the earliest observers of the heavens and from them, probably, this philosophy

Continued on Following Page

## Letters to the Editor

*Continued From Previous Page*  
was spread abroad. For from them it was, and from the nations about them, that the Greeks, a people more addicted to the study of philology than of nature, derived their first as well as their soundest notions of philosophy."

I do not share the scientists' contempt for ancient Greece, and I see it as having had an extraordinarily attractive culture. Nevertheless, I do not believe that it should be sacrosanct or that any questioning of its originality should be rooted out as a heresy and threat to world civilization. Teachers and students should question and challenge actively, and not merely worship received wisdom—even when looking at ancient Greece.

MARTIN BERNAL  
Professor of Government  
and Near Eastern Studies  
Cornell University  
Ithaca, N.Y.

## TO THE EDITOR:

Mary Lefkowitz's Point of View presents a sobering statement for all faculty who teach humanities disciplines. Two essential lessons can be derived from this account. First, students in the humanities, particularly history, must be firmly trained in methodology in order to determine the validity of facts and conflicting interpretations. To accept *prima facie* the pronouncements of any professor or scholar as "correct" or "authoritative" defeats the purpose of historical as well as intellectual inquiry. The study of history without an adequate understanding of methodological principles fails to develop the discerning minds our students must possess.

Secondly, the current popularity of multiculturalism on many campuses frequently appears to exclude accuracy—indeed truth—from the historical record. This educator affirms the centrality of studying all world cultures and societies, and how interaction among them has produced our civilization. . . . The historian has a professional responsibility to convey information that is accurate and supported by the available evidence. Interpretations that do not reflect this fall outside the principle. Failure to provide our students with

accurate, true history is a profound disservice to them and to our own profession.

Eurocentric bias has indeed persisted too long and should be challenged. Hopefully, the challenges will not swing to another extreme position. . . .

EMIL ANTHONY RICCI  
Adjunct Professor of History  
Villanova University  
Villanova, Pa.

## Charges of politics at the NEH

## TO THE EDITOR:

I had not thought it necessary to reply to Stephen Burd's implausible article about the National Endowment for the Humanities ("Chairman of Humanities Fund Has Politicized Grants Process, Critics Charge," April 22) until I read Michael Bérubé's letter ("The 'Politicization' of the Humanities Endowment," May 13) and realized that some people believe everything they read—and more.

One of the obvious problems with the Burd article is that it presumes to portray the NEH by talking to applicants who have been rejected. It has happened before and will no doubt happen again that scholars whose projects are not funded lay the blame on the NEH process rather than on their own applications. It is only human nature for them to do so; and one should, therefore, subject their claims to at least modest scrutiny. The Rev. Joseph A. Appleyard of Boston College, for example, says his proposal was not funded because certain scholars listed in it were "red flags"—people whose names will supposedly sink a project here at NEH—and he cites two scholars specifically: Catharine R. Stimpson and Martin Bernal. Mr. Burd, the reporter, spoke to Catharine Stimpson for the article, and one has to wonder why he neglected to ask her about her recent experience with NEH. Had he done so, I am sure he would have found out that a college-teacher project she recommended was recently funded and will be conducted this summer: Martha Vicinus's seminar on literary representations of masculinity and femininity during the 1890's in England. Similarly, had Mr.

Burd checked, he would have found that Martin Bernal's work is being read in an institute for school teachers that NEH has twice funded at Chicago State University.

But I don't mean to be unduly critical of Mr. Burd, since members of the academy have proved themselves in this matter to be even more lax than he about relating assertion to evidence. Michael Bérubé in his letter to *The Chronicle* transforms the unsubstantiated (and unsubstantiable because false) charges about "red flags" in the Burd article into "evidence" of "blacklisted scholars whose names cannot appear on grant applications" to NEH. The mind boggles at Bérubé's irresponsible leap. It is particularly astonishing for him to make such a charge since he recently inveighed in *The Village Voice* against the "Big Lie" and denounced those who substitute invective for "adduction of evidence."

Mr. Bérubé also charges that I have treated the NEH as a political plum to award to friends and cronies. This time he not only fails to offer evidence, he suppresses information that makes the opposite case: namely, that he is a recent NEH grantee.

The idea that there are certain people whom the NEH will not fund simply does not hold up. Nor does the charge that there are certain topics, such as feminist ones, that are off-limits here. All one has to do is look at the listing of grants awarded in our annual report to see otherwise. Or, quicker, talk to Phyllis Schlafly, who did read our annual report recently—and denounced us in print for funding too many feminist projects.

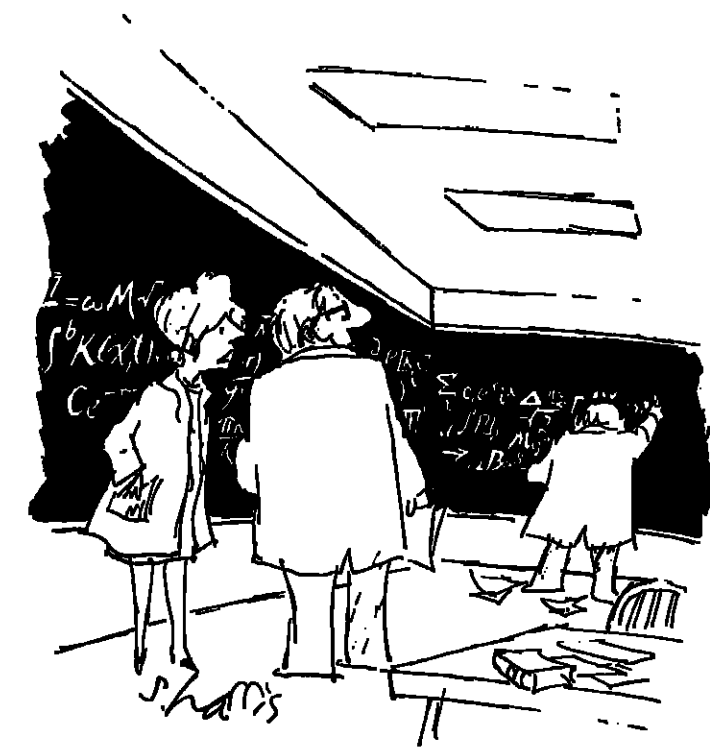
I would prefer, of course, that the NEH be praised by both left and right. But being criticized by both sides isn't at all bad as an indication of our basic fairness. LYNN V. CHENEY  
Chairman  
National Endowment for the Humanities  
Washington

## TO THE EDITOR:

As one of the people interviewed for Stephen Burd's article on the National Endowment for the Humanities, I was distressed by what I regard as a clear level of journalistic irresponsibility. Obviously intent upon addressing the current superficial debates between the "neo-conservatives" and the "politically correct," the article did nothing to pull the discussion out of its current mire. It raised no one's consciousness and likely heightened some paranoia.

The article dwelled on several applicants who were turned down, allegedly because of their politics. With thousands of applications per year at the NEH, another writer could have earnestly brought forth as many rejected applications of demonstrably conservative bent and then concluded that some sort of "pc" cabal works its will under Chairman Lynne V. Cheney's very nose. Similarly, one could have found some successful politically conservative applications while another could have as easily found some successful applications showing left-wing sensibilities. The same varieties, moreover, were evident at the endowment during the Carter/Mondale years. So much for the evidence.

With respect to one application, Mr. Burd implies that Mr. Jeffrey Herf convinced an NEH panel to change its judgments about an application. If Mr. Herf did, he certainly needed to have had substantive arguments, unless Mr. Burd is contending that the other panelists were mindless gnomes easily bludgeoned by



THE CHRONICLE OF HIGHER EDUCATION

"It's his new approach to creativity in science. He thinks of it as a novel."

one professor. I have been involved with NEH panels, and the article completely misleads readers as to what transpires there.

In the treatment of another application, Mr. Burd asserts that it must have been politics that undercut a feminist who received two top ratings of "excellent," two near-top ratings of "very good," and one lower rating of "some merit." Anyone who has served on an NEH panel or worked at the endowment can tell you straight away: The competition is so stiff that such marks do not even come close to the levels needed for funding. The professor's application was good, but simply not good enough.

Only a few of the NEH applications are simply bad. Most have great strengths. Thus explaining to most why they did not succeed is akin to a teacher explaining to the A- student why he/she did not get a straight A. An F is easy to explain. But the rationale for an A- involves a fine distinction. And with huge egos involved, the task of conveying this is yet tougher at the NEH. Politics can explain the failures and successes of very few applications. . . .

Much of the current public opinion about agencies like the NEH and the National Endowment for the Arts centers on alleged political biases. This focus has grown so out of proportion that one could think little but desultory politics occupies the work of the endowments. This just is not true.

Much besides the politics on which the article is focused animates both the people who work for the NEH and the vast majority who apply to it. Since the NEH is a public agency, however, some deliberations inevitably fall along political lines. During the Carter/Mondale years came expressed preferences as to the kind of research that ought to be promoted. Personally, I think such biases were O.K., not only because my politics generally fall with the Democrats, but because the American people elect a leadership, and that leadership has the right to inject its views into public agencies that, by definition, must ultimately be political. While I was in the minority, the American people elected Reagan and Bush, and for 11 years their views have affected agencies like the NEH. Why is this so shocking? If one were truly outraged, one must either be a

hypocrite—my biases are valid, but not those of my opponents—or believe that the endowments have grown totally politicized. The only logical move then would be to eliminate such federally funded agencies as the NEH and the NEA altogether. . . .

The article both thickens the silly neo-con/pc debate. Mr. Burd was either mischievous or naïve, but in either case banal. If Sartre was in any way prescient, may Mr. Burd's reward be to sit forever in a room with Pat Buchanan and Andrea Dworkin.

ALAN H. LEVY  
Associate Professor of History  
Slippery Rock University  
Slippery Rock, Pa.

## TO THE EDITOR:

*The Chronicle* recently published an article suggesting that the NEH's procedures for selecting projects to fund may have become excessively politicized. This may be true; but no one has presented evidence to support it that is anything other than anecdotal or ambiguous. Since this is the level at which the debate is being conducted, some anecdotal evidence on the other side may be useful.

In August 1990 and August 1991 I served on peer-review selection panels in the endowment's program of fellowships for College Teachers and Independent Scholars. I saw no evidence that the panel was packed; no evidence that any proposal was rejected (or even called into question) for any reason that might reasonably be construed as solely or even largely political; and no evidence that recommendations arrived at by the peer-review process were later rejected at a higher level. Indeed, the proposals that we ranked highest were precisely those that subsequently received funding.

I did see plenty of evidence of evaluative procedures that were efficiently implemented, just, and impartial. Naturally, there was much disagreement among panelists as to the substantive and methodological merits of some proposals. Such disagreement I took as evidence that the endowment had made real efforts to select participants with varied backgrounds and convictions.

Many good proposals to the endowment don't get funded. But that, if my experience may be generalized, is because of lack of funds, not ideological dogmatism. Critics of the en-

## OPINION

ment would serve scholarship better by lobbying their representatives for an increase in its funding than by arguing about the political nature of its leadership.

PAUL J. GRIFFITHS  
Associate Professor of the Philosophy  
of Religion  
University of Chicago  
Chicago

## Kendall's survival from 60's programs

## TO THE EDITOR:

Reeds Skopold's prescription for authoring social policy in political coalitions that expand electoral support makes good sense to me ("The Narrow Vision of Today's Experts on Social Policy," Opinion, April 14). But I believe she misreads recent history when she indicates the anti-poverty programs of the 1960's for attempting narrowly based solutions that drew inspiration only from "speculative" social-science literature.

In fact, the task force on which I served that put together the anti-poverty programs spent much time and effort on coalition building. Despite the impact of the Vietnam War, and of succeeding hostile administra-



Key elements of the program—community action, Head Start, legal services—have sunk their roots into the political soil and continue to flourish as hardy perennials.

ADAM YARMOLINSKY  
Provost  
University of Maryland  
Baltimore County Campus  
Baltimore

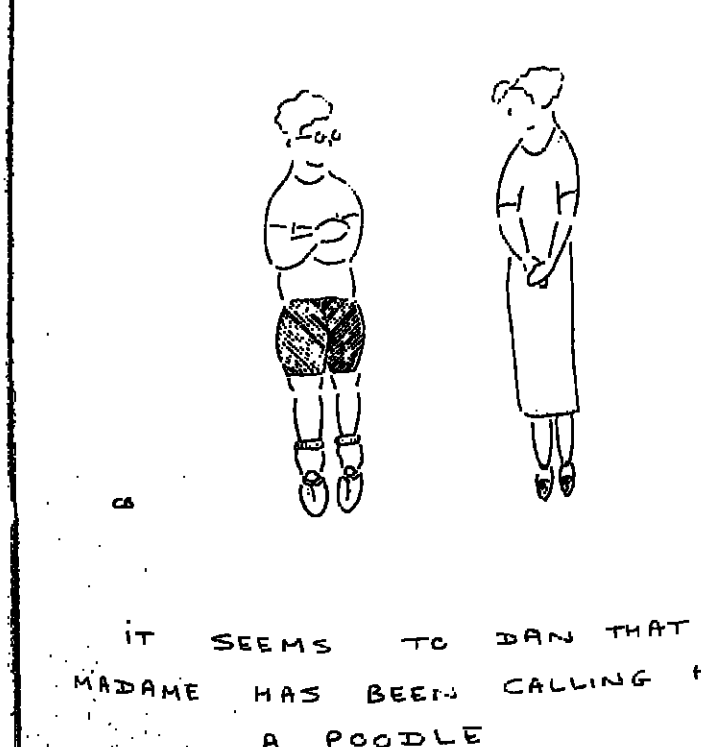
## Defining 'leftism' in academe

## TO THE EDITOR:

It was both symbolic and sad that the "Point of View" of Steven Watts' "Academe's Leftists Are Something of a Fraud," April 29, calling

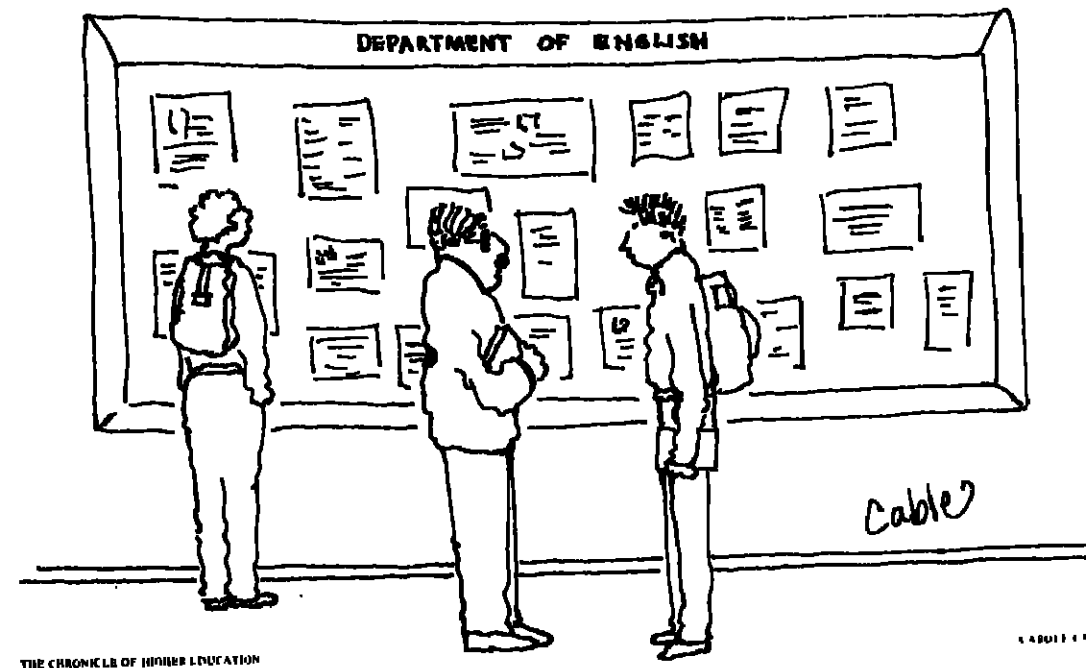
SOMEWHERE

IN FRANCE



THE CHRONICLE OF HIGHER EDUCATION

CHAS BURKE



THE CHRONICLE OF HIGHER EDUCATION

"I too revere Hawthorne, Mr. Fenton, but wouldn't characterize him as 'Peter Greenwayish.'"

discourse theory on a conservative and conserving impulse in history departments. Steven Watts, history professor at the University of Missouri at Columbia, initiates an attack on "the linguistic left" that reveals a growing tendency of the right to establish an American sectarianism in the academy and to silence the

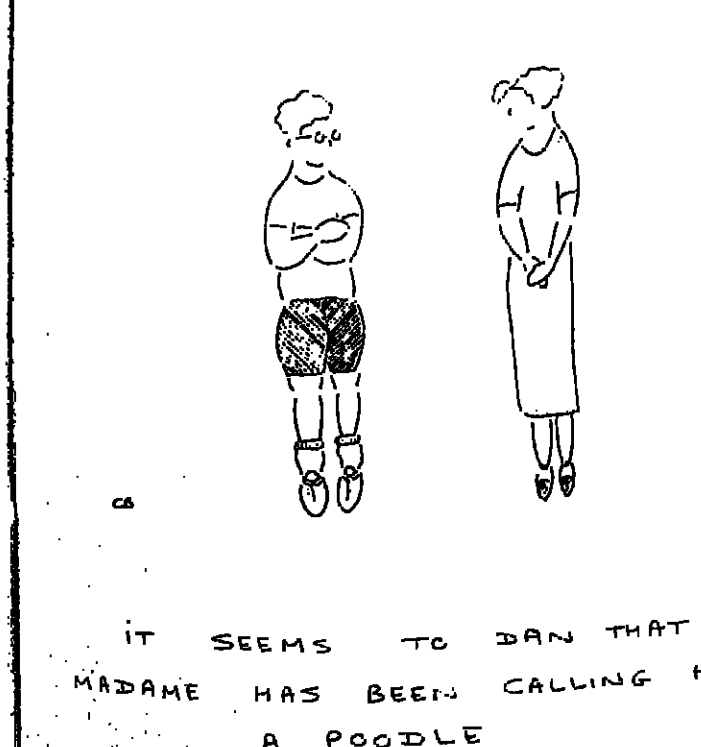


Key elements of the program—community action, Head Start, legal services—have sunk their roots into the political soil and continue to flourish as hardy perennials.

ADAM YARMOLINSKY  
Provost  
University of Maryland  
Baltimore County Campus  
Baltimore

SOMEWHERE

IN FRANCE



THE CHRONICLE OF HIGHER EDUCATION

CHAS BURKE

happens bending ideas toward sufficient dialogue), Mr. Watts reverts to . . . a program of typical devaluation. . . .

Mr. Watts's article lacks the force of his own instructive critical principle, which is, he says, to gain "a more realistic [whatever that means] assessment of how language, people, and socioeconomic forces interact to shape modern culture." His call for assessment—for knowing the "real"—is exactly central, if anything is, to discourse theory. Anything less, as his article says, does not "signify" the "episteme," it only defers it endlessly and ironically.

JOHN S. HOWARD  
Teaching Fellow in English  
St. Louis University  
St. Louis

## TO THE EDITOR:

So confused and cloyed by cliché is Steven Watts's "Point of View"—on leftists and discourse theory—one can be sure his locutions were derived from third-hand accounts of literary critics, their spouses, what's hot and not on the conference scene.

One wonders why such an obsolescent diatribe would be written today, let alone published, quite apart from its distortion of the topic.

To collapse Foucault and Derrida, who have written against one another, as two peas in a pod demonstrates sheer ignorance, or rather the most superficial "historical" understanding of poststructuralism. Foucault was a discourse theorist, indeed, a historian but not a realist. . . . Derrida is neither a historian nor a discourse theorist. More often his work challenges the very notion of "history," not by reifying "discourse" but by atomizing or distending "language" and the terms for its conceptualization (hardly the "deification of language," as Watts puts it).

To confute these figures with "leftism," which usually implies a Marxist bent, confuses matters further, especially when you consider Foucault's critique of Marx and how many regarded Marxism and deconstruction as virtual antitheses. By forging an identity among these figures, Watts displays his text as sheer ideology. . . . What, in fact, he rejects is the practice of questioning representations, which is as classic and central to the Western inheritance as Plato's cave and its shadows. . . .

Watts should admit his preference for the world views of humanism and realism and acknowledge them as such. His refusal to entertain such basic terms as "signifiers" and "in-

tertextuality" displays not only anti-theorism, which is common enough, but anti-intellectualism of the sort that demands simplicity in curricular affairs and that succeeds further in pushing public higher education more in the direction of job training than ever before while it annihilates topics calling for deliberation or critical reflection.

I sympathize, finally, with the call for "public engagement." But the front of "populism" should not be used to validate conceptual slovenliness or misinformation. Diabolically considered, these matters point to another horizon: How is it that the "public"—as a body politic—has dissolved in America? Did that have anything to do with "professors" calling for the elimination of perspectives that do not conform with their own, as in Watts's "Point of View"?

STEVEN JEFFREY JONES  
Assistant Professor of English  
Texas A & M University  
College Station, Tex.

## TO THE EDITOR:

Steven Watts's observations about discourse theorists remind me of Thoreau's remark in *Walden*: "The head monkey at Paris puts on a traveller's cap, and all the monkeys in America do the same."

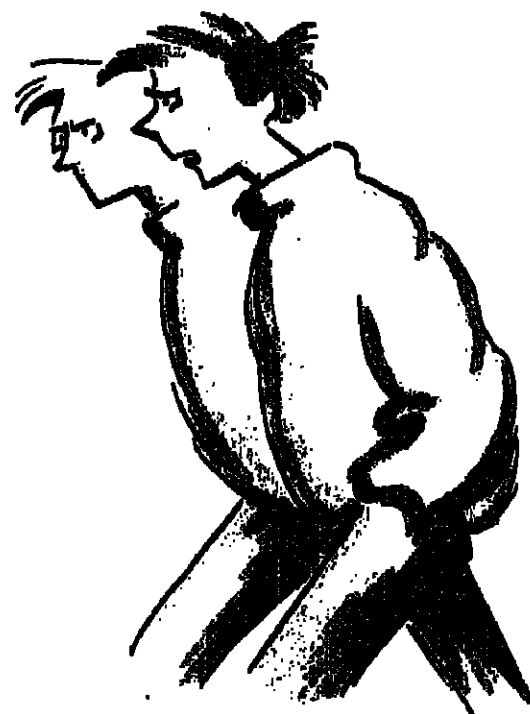
But not all Americans are monkeys. The most damning criticism of discourse theory is that it dovetails perfectly with the political agenda of the rich. It is no accident that it shares with the Republican right a ready tendency to vicious *ad hominem*.

Discourse theory represents a very subtle attempt by the reactionary right to subvert the university. Since the left is unwittingly complicit, it retains little credibility.

JOHN B. SHERRILL  
Lubbock, Tex.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



THE CHRONICLE OF HIGHER EDUCATION

V. SHIRKIN

VIVIAN SCOTT HANSON

"I'm not going to apply to just any college. It's got to be in a warm climate, and it's got to have good-looking girls."



(202) 466-1050



## New Zealand UNIVERSITY OF CANTERBURY Department of Management

The Department teaches and researches in the areas of management science, marketing, organisational behaviour, production management, and strategic management. There is currently within the Department of Management Science held by Professor H. G. Doolenbach.

It has an establishment of 10 and teaches at undergraduate and graduate levels (M.Com., M.B.A., Ph.D.). Recent initiatives at the graduate level have further strengthened the quality of these programmes substantially increased student numbers. There is a very strong emphasis in the Department on research and publication which is supported by a world-class library containing all the leading academic journals, excellent computing facilities, very attractive study leave provisions, and financial support to visit overseas universities and contribute to international conferences.

### PROFESSORSHIP IN MANAGEMENT

The University invites applications for a Professorship in Management to provide academic leadership by encouraging excellence in research and teaching through example. The successful candidate will have demonstrated academic leadership and possess a strong ongoing record of internationally recognised research in one or more of the areas of marketing, strategic management, and organisational behaviour. It will be an advantage if a candidate has an emphasis in either marketing or strategic management and an interest in quantitative analysis. The candidate will have a demonstrated ability as a high quality teacher, especially at the graduate level.

Ideally, candidates should also have experience in the commercial environment and an interest in promoting education and research among practising managers.

The appointee will take up the position on a date to be agreed.

The salary for Professors is within the range NZ\$80,000-NZ\$98,840 per annum.

### SENIOR LECTURER OR LECTURER IN MARKETING

The appointee will be expected to play a leading role in teaching at both the undergraduate and graduate levels with particular emphasis in the area of market research. The ability to contribute to the teaching of consumer behaviour and/or international marketing, and experience of supervising advanced research would be added advantages. Candidates should, ideally, have a strong quantitative background, an established record including a Ph.D. and some direct experience as a marketing practitioner or consultant.

The salary for Senior Lecturers is on a scale from NZ\$52,000 to NZ\$80,944 (bar), and a range from NZ\$32,232 to NZ\$47,080 per annum and for Lecturers is on a scale from NZ\$37,440 to NZ\$46,448 (bar), and from NZ\$48,800 to NZ\$49,088 per annum.

For both of these positions preliminary enquiries of an academic nature may be made to Dr. John A. George, Head, Department of Management, Telephone 64 3 642 886 or Fax 64 3 643 3411.

Applications close on 31 July 1992.

Further particulars and Conditions of Appointment may be obtained from the undersigned. Applications, quoting Position No. MG12 (Professor in Management) or Position No. MG13 (Senior Lecturer or Lecturer in Marketing) must be addressed to: A.W. Hayward, Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand.

The University has a policy of equality of opportunity in employment.

## Kuwait University Office of the Vice President Rector for Research Kuwait University Libraries Department CATALOGUER

Kuwait University Libraries Department seeks the services of a professional Cataloguer responsible for developing & implementing Cataloguing Programs for Arabic/Arabic materials in print/non-print format. The incumbent should be well versed in maintenance and supervision of automated cataloguing system, including OPAC, and effectively participate in developing operational plans, policies & procedures in a fast-paced, goal-oriented academic and research environment.

### Essential requirements

- Master's Degree in Library and Information Sciences from an accredited library school or its equivalent.
- Four years cataloguing experience in an integrated on-line research and academic library environment.
- Professional competence in LCC, DDC & AACR2.
- Demonstrated experience in evolving and implementing training programs in cataloguing.
- Ability to communicate effectively in Arabic and English.

Salary and benefits will be commensurate with the qualifications and experience. Interested candidates may address their applications to:

Vice Rector for Research  
Office of the Vice President Rector for Research  
Kuwait University  
P.O. Box 9860, Safat-13080  
KUWAIT

## KOÇ UNIVERSITY Istanbul, Turkey DIRECTOR OF LIBRARY SERVICES

The Board of Trustees of the Koç University invites applications for the position of a Director of Library Services at the Koç University in Istanbul, Turkey.

Privately endowed by the Vehbi Koç Foundation and Koç Group of companies, the biggest private concern in Turkey, Koç University is expected to commence operations at temporary premises in the Fall Semester of the 1993-1994 academic year.

Koç University upon completion of the construction will move to its main campus with superb facilities in Rumelikavagi, as will the temporary library. The university will consist of schools in the arts and sciences, business administration, and engineering. The language of instruction will be English. The student body is expected to be 1545 by 1996.

The Director of Library Services is expected to be experienced in academic librarianship. It is necessary that he/she be able to integrate traditional print and computer based library systems, motivate and develop newly recruited staff. Reporting to the Deputy President, the Director is to establish the Library and the Library Services, promoting academic and community relationships at the same time.

Salary and benefits will be commensurate with qualifications and experience. Nominations and applications should be sent to:

Mr. Tamer Sahinbas  
Koç University  
Aztibay Sokak No:1 Nakikastepi  
Kuzgunluk, Istanbul, TURKEY 81207

Nominations should include a qualification statement, curriculum vitae and the names of three references.

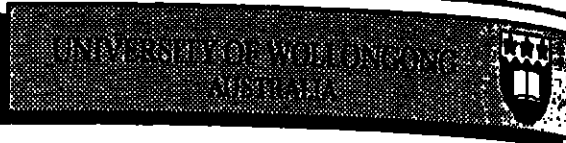
continues until position filled. Salary commensurate with qualifications and experience. For information or position description, call 913-628-4300. To apply, send letter, resume, and list of three references to Susan Bledsoe, Chair, Alumni Search Committee, Alumni Association, Fort Hays State University, 600 Park Street, Hays, Kansas 67601-4000. A.A.E.D. Women, minorities and persons with disabilities are encouraged to apply.

**Athletic Training Graduate Assistantship**, Fall, 1992. Graduate Assistantship in Athletic Training. Assist athletic training staff in training room and with the coverage of the teams. Student must be a graduate of a college or university with a degree in Athletic Training or related field. NATA certification or equivalent. Submit letter of application, three letters of recommendation and transcripts to: Sharon Mural, A.T.C., Program Director, Physical Education Department-294, 901 Crescent Street, Southern Connecticut State University, New Haven, Connecticut 06515. A.A.E.D.

**Athletic Training Assistant Athletic Trainer** #137. Responsibilities include: First Aid and CPR Certification; four years of experience as an athletic trainer; certification by National Athletic Trainers Association; minimum salary: \$24,500/month. 10 months/year. Salary: \$24,500/month. June 15, 1992. To obtain required application, call: Patricia Mural, College, 1700 East Colorado Boulevard, Pasadena, California 91106-2000. (818)935-7260. EOE/AAE.

**Athletic Training Assistant Athletic Trainer** #137. Responsibilities include: First Aid and CPR Certification; four years of experience as an athletic trainer; certification by National Athletic Trainers Association; minimum salary: \$24,500/month. 10 months/year. Salary: \$24,500/month. June 15, 1992. To obtain required application, call: Patricia Mural, College, 1700 East Colorado Boulevard, Pasadena, California 91106-2000. (818)935-7260. EOE/AAE.

**Athletic Training Assistant Athletic Trainer** #137. Responsibilities include: First Aid and CPR Certification; four years of experience as an athletic trainer; certification by National Athletic Trainers Association; minimum salary: \$24,500/month. 10 months/year. Salary: \$24,500/month. June 15, 1992. To obtain required application, call: Patricia Mural, College, 1700 East Colorado Boulevard, Pasadena, California 91106-2000. (818)935-7260. EOE/AAE.



The University of Wollongong has established a reputation as an energetic, innovative institution. It has grown rapidly in recent years and currently has approximately 9,000 students in eight faculties: Arts, Commerce, Education, Engineering, Health and Behavioural Sciences, Informatics, Law and Science.



Applications are sought for a second Chair in the Department of Psychology. The Department offers general three- and four-year degrees as well as Masters and Ph.D. in Clinical Psychology. All these are accredited by the Australian Psychological Society. The Department has established research programmes in Clinical Psychology and Applied Cognitive Studies, and has an active Psychological Services Unit which offers both a service to the community and provides an excellent focus for Clinical teaching.

The Department is located within the Faculty of Health and Behavioural Sciences, which includes the Departments of Human Movement Studies, Nursing and Public Health and Nutrition, and interdisciplinary collaboration is encouraged. A major expansion in Biomedical Sciences is underway and the Faculty has facilities for anatomical and physiological research. Both the Department and the Faculty have strong links with the Illawarra Area Health Service.

Applicants should be outstanding scholars whose teaching and research activities will further enhance the reputation of the Department and may be from any field of Psychology. Preference will be given to applicants who can best further the aims of both the Department and the Faculty.

Professors may, with approval, undertake a limited amount of consultative work. Appointment as Head of Department on a rotating basis may be required. The University reserves the right to fill an advertised Chair by invitation. Salary is A\$77,700 per annum. Further information from Professor W.J. Lovegrove 61 42 3742, Fax 61 42 21 4163, Electronic Mail will@uow.edu.au Reference AC92-106[C]. Closing date 30 June 1992.

Initial enquiries may be made to Mr. Ross Waller 61 42 21 3934 or FAX 61 42 21 3700. Applications should quote the Reference, contain details of qualifications, employment history, research interests, publications and the names and addresses (including fax number or e-mail address) of three referees and be forwarded to the Applicant Officer (Academic Staff). Please mark envelope 'Confidential Appointment'. Mail address: Locked Bag 8844, South Coast Mail Centre, NSW 2521 Australia. Electronic Mail will@uow.edu.au. Secure fax: 61 42 21 3700.

Equality of employment opportunity and a smoke-free work environment are University policies.



## Head, School of Accounting (Professor/Associate Professor) (Tenurable) (Ref 1595A)

Applications are invited from suitably qualified women and men.

The School of Accounting is one of five Schools within the Division of Business and Administration. The Division offers Bachelor's, Graduate Diploma, Master's and PhD programmes, and conducts a number of its programmes in South East Asia. The School of Accounting has approximately 30 academic staff, and operates from a modern air conditioned building which has excellent computing facilities.

The successful applicant will be appointed as a tenurable Professor or Associate Professor as appropriate and assigned the duties of Head of School for an initial period of up to six years. As Head of School the appointee will be required to provide academic leadership, and be responsible for the efficient management of the School, the development of its staff and its programmes, and the promotion of good relations between the School, the profession, the rest of the Division and the University.

A relevant higher degree, preferably in Accounting, and outstanding leadership skills are essential. Applicants should also be professionally qualified. Ideally, applicants should have relevant professional experience, and a background in tertiary education, preferably in financial accounting, management accounting or auditing. A substantial record in research/concurrence is highly desirable. It is important the applicants should have demonstrated achievement in fostering staff development, teamwork and collegiality.

For further information telephone (09) 351 7080.

**General Information**  
Salary range: Prof \$73,000 - \$77,000. Assoc Prof \$60,475 - \$62,825 p.a. Tenurable appointments provide permanent academic tenure after three years satisfactory service. Conditions include salaries and removal assistance. Applications including the names, addresses and telephone/fax numbers of three referees by 22 June 1992, to the Manager, Human Resources, Curtin University of Technology, GPO Box U1187, Perth WA 6001.

CURTIN IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDES A NON-SMOKING WORK ENVIRONMENT

demonstrated teaching ability. Although this will be a teaching position, research experience related to aquatic environment problems is desirable. Western Michigan University is a research institution. Doctoral candidates have embarked upon a vigorous affirmative action program and encourages applications from women and minorities. Applicants should send their curriculum vitae, transcripts, and three letters of reference to: Dr. Thomas A. Wolf, Department of Biology, Western Michigan University, P.O. Box 300, Kalamazoo, MI 49001-3000. Send letter of application, curriculum vitae, transcripts, and three letters of recommendation to Dr. Michael J. McDevitt, Chair, Search Committee, Western Michigan University, Kalamazoo, MI 49001-3000.

Michigan 49001-3000. Review of applications will begin immediately and will continue until the position is filled.

**Biology** Tenure track position beginning August 15, 1992. Teaching position in biology, zoology, advanced research and teaching experience. Doctoral degree in biology, zoology, and/or related field. Research interests in molecular biology, cell biology, and/or related field. Send letter of application, curriculum vitae, transcripts, and three letters of recommendation to Dr. Michael J. McDevitt, Chair, Search Committee, Western Michigan University, Kalamazoo, MI 49001-3000.

## Vehbi Koç Vakfı KOÇ UNIVERSITY Istanbul, Turkey PRESIDENT

The Board of Trustees of Koç University invites nominations and applications for the position of President of Koç University in Istanbul, Turkey.

Koç University is an independent university and privately endowed by the Vehbi Koç Foundation and the Koç Group of companies. Koç University aims to be a center of excellence in teaching and research and to educate students who will lead Turkey into the 21st century.

Koç University will commence education in September 1993 on the temporary campus in Istinye, Istanbul and will, upon completion of the construction, move to its main campus with state-of-the-art facilities (Rumelikavagi), a breathtakingly beautiful location on the banks of the Bosphorus. The University will consist of schools in the arts and sciences, business administration, and engineering. The Board of Trustees, business administration, and all students will have a free access to liberal arts education, and the language of instruction will be English, and students are expected to learn another foreign language in addition to their native language. The student body is expected to be 1545 by 1996.

This is an excellent opportunity for a resourceful person to build an exceptional educational institution with an outstanding group of faculty and students. The President is expected to lead the University in becoming a center of excellence for research and to establish a unique and exemplary educational institution in Turkey and in the region. The President should be the intellectual and moral leader in fulfilling the mission of the University with diverse constituencies in its commitment to excellence. Turkish citizenship is not required. However, familiarity with the Turkish language and culture is preferred. Salary and benefits are competitive and commensurate with qualifications and experience.

Applicants should include information about the candidate as well as the reasons for nomination. Applications should include a resume and names of five referees.

Nominations and applications should be sent to:

Mr. Tamer Sahinbas  
Search Committee for the President  
Koç University  
Aztibay Sokak No:1 Nakikastepi  
Kuzgunluk, Istanbul, TURKEY 81207

## GOLDEN GATE UNIVERSITY

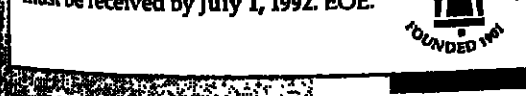
Since 1901, Golden Gate University has been providing students with academic excellence, and faculty with a professional environment in which they too can excel. As a private, non-profit institution, we offer degree programs through the doctoral level and currently serve some 8,000 students.

## Assistant/Associate Professor School of Finance

Assistant/Associate Professor, tenure track, beginning in Fall 1992, Doctorate in Finance with a publication track record preferred, and a combination of university-level teaching and corporate experience.

Responsibilities include teaching undergraduate and graduate finance courses; advising students; engaging in continued research and publication; as well as participation in limited academic committees.

Please send letter of application and curriculum vitae to: H. Barnes, Personnel Dept., Golden Gate University, 536 Mission St., San Francisco, CA 94104. Applications must be received by July 1, 1992. EOE.



and continuing until position is filled. Submit letter of application and resume with names of referees to: Dr. Richard D. Brahma, School of Arts and Sciences, Dickinson State University, 291 Campus Drive, Dickinson, North Dakota 58601-4896. AA/EOE.

**Biology** Western University invites applications and nominations for the position of Assistant Professor in the Department of Biology commencing the 1992-93 academic year. This is a two-year, non-tenure track position. The successful candidate will be responsible for teaching undergraduate and graduate students in various biological fields. Faculty at Western University are expected to manifest the following qualities: spiritual maturity, global perspective, leadership among peers; an understanding of the role of the university in society; and a commitment to teaching and research. Candidates must have a Ph.D. in Biology, teaching experience, and a record of research in molecular biology, cell biology, and/or related field. Send letter of application, curriculum vitae, transcripts, and three letters of recommendation to Dr. Michael J. McDevitt, Chair, Search Committee, Western Michigan University, Kalamazoo, MI 49001-3000.

CURTIN IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDES A NON-SMOKING WORK ENVIRONMENT

demonstrated teaching ability. Although this will be a teaching position, research experience related to aquatic environment problems is desirable. Western Michigan University is a research institution. Doctoral candidates have embarked upon a vigorous affirmative action program and encourages applications from women and minorities. Applicants should send their curriculum vitae, transcripts, and three letters of reference to: Dr. Thomas A. Wolf, Department of Biology, Western Michigan University, P.O. Box 300, Kalamazoo, MI 49001-3000. Send letter of application, curriculum vitae, transcripts, and three letters of recommendation to Dr. Michael J. McDevitt, Chair, Search Committee, Western Michigan University, Kalamazoo, MI 49001-3000.



## THE UNIVERSITY OF AUCKLAND New Zealand

### A LECTURESHIP IN MUSIC School of Music (Vacancy UAC.148)

Applicants should be qualified to contribute at undergraduate and graduate levels to both the academic and performance-teaching programmes in the School of Music, with particular emphasis on the area of Baroque Studies. It is likely that the successful candidate will be a harpsichordist, or able to offer a combination of harpsichord and organ but other instrumental specialisms are not excluded. Some background in choral work would be an advantage and the successful candidate will also be expected to contribute to the teaching of areas such as Musicology, Harmony, and Counterpoint.

Commencing salary will be established within the range NZ\$37,440-NZ\$49,088 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 30 JUNE 1992. Please quote Vacancy Number UAC.148 in all correspondence.

### A LECTURESHIP IN CLASSICS Department of Classics and Ancient History (Vacancy UAC.147)

The department offers courses in Greek and Latin Language and Literature, and in Ancient History in four options (Greek, Roman, Egyptian, Mesopotamian). The current staff establishment is nine, seven specializing in Classics, two in Near Eastern History. Research interests of current staff include Greek and Roman Historians, Greek and Roman Law, Greek Philosophy, Greek and Roman Medicine, Seneca, Social Life in Imperial Rome, Egyptology, Ptolemaic Egypt.

Applicants for this new position should have doctoral qualifications in Classics. They will be required to teach Ancient History (Greek and Roman) at all levels, supervise the research essays of MA candidates in Ancient History (Greek and Roman) and contribute to programmes in Latin and Greek Language and Literature.

Commencing salary will be established within the range NZ\$37,440-NZ\$49,088 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 30 JUNE 1992. Please quote Vacancy Number UAC.147 in all correspondence.

### TWO LECTURESHIPS IN SOCIAL ANTHROPOLOGY Department of Anthropology

Social Anthropology at Auckland is taught together with Archaeology, Biological Anthropology, Ethnology and Linguistics within the Department of Anthropology.

**VACANCY UAC.144**  
A LECTURESHIP IN THE SOCIAL ANTHROPOLOGY OF CONTEMPORARY NEW ZEALAND. Applicants should have a Ph.D. or equivalent and research experience in the area of social anthropology relevant to a qualification and have teaching and research experience relevant to a university situation. They should have a commitment to teaching and research on contemporary New Zealand.

**VACANCY UAC.145**  
A LECTURESHIP IN SOCIAL ANTHROPOLOGY. Applicants should have a Ph.D. or equivalent qualifications and have teaching and research experience in the area of social anthropology relevant to a qualification and have teaching and research experience relevant to a university situation. They should have a commitment to teaching and research on contemporary New Zealand.

Commencing salary will be established within the range NZ\$37,440-NZ\$49,088 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 30 JUNE 1992. Please quote the relevant Vacancy Number in all correspondence.

### AN ASSOCIATE PROFESSORSHIP IN PUBLIC SECTOR MANAGEMENT School of Commerce and Economics Graduate School of Business (Vacancy UAC.151)

Applications are invited from candidates with research interests and/or experience in public sector management for this newly created position. It is intended that the successful candidate will provide teaching and research leadership in public sector management in the School, and research leadership in the Graduate School of Business. The immediate responsibility will be to introduce a programme of courses appropriate for the education of managers in public sector management. The successful development of a diploma in public sector management in the area of public sector management in the public sector.

The appointee will have post-graduate qualifications in management or a related discipline and have either considerable experience in public sector management or a strong background in management research in the public sector.

The appointee will be attached to a department within the School of Commerce and Economics appropriate to his/her academic background and interests and will be expected to contribute to the teaching and research of that department.

Commencing salary will be established within the range NZ\$69,680-NZ\$75,920 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 5 JULY 1992. Please quote Vacancy Number UAC.151 in all correspondence.

### AN ASSOCIATE PROFESSORSHIP Department of Computer Science (Vacancy UAC.149)

The University of Auckland, with over 20,000 students, is situated in the heart of New Zealand's largest city, Auckland is the international gateway to New Zealand, the major industrial, commercial and cultural city in the country.

The Department of Computer Science, occupied in new well-equipped laboratories and offices in 1991, offers a modern, pleasant working environment in which the interests of academic staff are supported well. The Department has 470 equivalent full-time students and is projected to grow considerably over the next few years, particularly at advanced levels. The new Associate Professor appointee is expected to play a leading role in developing advanced teaching and research with the Department.

Candidates should have a formal qualification in Computer Science and a demonstrated record of scholarly research publication. They should also be capable of providing leadership in research, teaching and administration.

Commencing salary will be established within the range NZ\$69,680-NZ\$75,920 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 6 JULY 1992. Please quote Vacancy Number UAC.149 in all correspondence.

### LECTURESHIPS & SENIOR LECTURESHIPS IN MARKETING AND INTERNATIONAL BUSINESS Department of Marketing & International Business School of Commerce & Economics Graduate School of Business (Vacancy UAC.154)

The Department of Marketing and International Business offers courses in marketing, international business, and strategic management to students studying for the degrees of B.Com., M.Com., MPhil, and the Diploma in Business. The Department has a strong research orientation and is growing rapidly due to the expansion of the Graduate School of Business.

Applications are invited in all areas of marketing and international business. Priority areas are marketing research and research methodology, advertising and communication, buyer behaviour, international marketing, and international business.

Applicants for a Senior Lectureship will normally have either a doctoral qualification and relevant research experience, or other tertiary qualifications and a strong record of research or senior practical experience. Applicants for a Lectureship will normally have at least a Master's level qualifications, and relevant research or practical experience.

Commencing salary will be established within the range NZ\$37,440-NZ\$49,088 per annum (Lecturer) or NZ\$52,000-NZ\$60,944 (Senior Lecturer) per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 31 JULY 1992. Please quote Vacancy Number UAC.154 in all correspondence.

### SENIOR LECTURESHIP (NON-MEDICAL) IN ANATOMY Department of Anatomy School of Medicine (Vacancy UAC.153)

The vacancy is at the Senior Lecturer (Non-Medical) level for a person experienced in cell and tissue biology. The Department of Anatomy is currently acquiring funds for the purchase of a confocal laser scanning microscope and the appointee would have as a prime responsibility the management and direction of the confocal unit and the associated computer graphics facility.

Candidates are expected to have an appropriate postgraduate qualification and teaching experience in cell and tissue biology. They should have a proven record of research in an area of cell and tissue biology, and well developed skills and experience in confocal laser scanning microscopy and computer imaging technology. The successful applicant must be qualified to assume responsibility for the academic direction, supervision, and development of confocal microscopy and the associated computer graphics facility in the School of Medicine.

Commencing salary will be established within the range NZ\$52,000-NZ\$60,944 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 10 JULY 1992. Please quote Vacancy Number UAC.153 in all correspondence.

### A LECTURESHIP IN SYNTHETIC ORGANIC CHEMISTRY Department of Chemistry (Vacancy UAC.152)

Applications are sought for a Lectureship in Synthetic Organic Chemistry. Organic chemists who hold a doctoral qualification are encouraged to apply so that traditional and existing strengths in the area of organic and organometallic chemistry can be maintained. Some factors to be considered during the selection process include the extent to which the appointee fills a gap in the research work of the Department and a gap in research in New Zealand and the potential ability of the appointee to attract research funding. The Department has a wide range of advanced research facilities including 400MHz and 200MHz NMR spectrometers. The appointee will be expected to contribute to undergraduate teaching in Chemistry.

Commencing salary will be established within the range NZ\$37,440-NZ\$49,088 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, New Zealand, to whom applications should be forwarded by 10 JULY 1992. Please quote Vacancy Number UAC.152 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

## The University of Sydney AUSTRALIA

### LECTURER (FIXED TERM, FIVE YEARS) Department of Anthropology Reference No: A15/04

The Department of Anthropology seeks a lecturer in the field of cultural and social anthropology. The appointee will be expected to teach students at all four levels of the undergraduate program, advise graduate students, conduct research and assist in the administration of the department.

Applicants should have, or have imminent expectations of, a doctorate in social/cultural anthropology. Preference will be given to persons with research experience in Aboriginal Australia.

Further information from Associate Professor Jeremy Beckett, (812) 692 2336; (812) 692 2815; (812) 692 3509.

Membership of a superannuation scheme may be a condition of employment for new appointees.

Salary: Lecturer Level B \$439,463-\$449,688 p.a.  
Senior Lecturer Level C \$450,225-\$457,913 p.a.  
\* top of salary level unavailable until July 1992.

**Method of application for Academic Positions:** Three copies of the application, quoting reference no., and including curriculum vitae, list of publications and the names, addresses and fax nos. of at least three referees, to be received by the Department of Anthropology, The University of Sydney, NSW 2006 Australia by 14 May, 1992. (Late applications will be accepted).

Equal employment opportunity and non-smoking in the workplace are University policies.

Academic and administrative staff with good record of independent and group work; some experience and research work; experience with budgets, marketing strategies and publications; sponsor student alumni group. Position available July 1, 1992. Non-faculty, non-tenured, 12-month position. Review of applications received immediately and will continue until the position is filled.





# School of Business

## Foundation Professor of Management

The University of Central Queensland is seeking to appoint an outstanding leader in the field to its newly established Foundation Chair of Management. The University is an integrated regional university with the major campus at Rockhampton as well as campuses at Bundaberg, Emerald, Gladstone and Mackay. Rockhampton is 40 kilometres inland from the Central Queensland Coast, near the Great Barrier Reef. The area is well regarded for its mild winters, its relaxed lifestyle and its quality of life in general.

The region offers exciting and challenging opportunities. Within the business community there is a strong regional focus on activities in agribusiness, mining and mineral processing and tourism. Currently, there is a strong drive by regional industries to seek value added avenues for export business.

The position requires a person with a proven track record in managing research, liaising effectively with industry, commerce and government and providing team leadership in academic and related professional endeavours. It is expected that the appointee will continue with established research and assist in ongoing development of the School research profile.

The School in 1992, provides courses leading to bachelor degrees, both pass and honours degrees, a Graduate Diploma in Management, a Master of Business by Research, a Master of Financial Management, a Master of Information Systems and an MBA. While the undergraduate programs are internal, the postgraduate course work programs are available both on campus and by distance study. Demand for these courses is strong and there are currently 780 students, including some 70 international students involved in postgraduate study. At present, the School is actively internationalising its programs.

To support the above programs, the areas of marketing management, human resource management, economics, public policy and management, international business and corporate strategy are the current focus of teaching and research.

Candidates should have a doctoral qualification, established national and international networks and the energy and innovative capacity to create a reputation for the School of excellence in the major functions of management and in both public affairs and the private sector. It is also desirable that the candidate have substantial experience in postgraduate teaching, program management and executive training and development.

This position is offered at the professorial salary of A\$77 900 per annum.

Position enquiries: Further enquiries concerning the duties of the position may be directed to Professor Kevin Fagg, Dean of the School, telephone +61 79 30 9332, Facsimile +61 79 30 9700, electronic mail: AARNet/Internet: K.Fagg@ucq.edu.au.

Selection criteria and duty statement are available from the Personnel section, telephone +61 79 30 9654.

Transfer and settling in expenses are available where applicable.

Applicants are requested to forward, in duplicate, applications, including full curriculum vitae, certification of stated qualifications and the names, addresses and telephone/facsimile numbers of three referees, to the Personnel Officer (Appointments), University of Central Queensland, Rockhampton, Queensland 4702 no later than 1 July 1992.

UCQ is an Equal Opportunity Employer

## MOUNT IDA COLLEGE

### School of Liberal Arts

#### Faculty Opening in Communications

Mount Ida College in suburban Boston seeks a full-time faculty member in Journalism/Advertising for a full-time position in the School of Liberal Arts. The position is in the Communications Department. The candidate must have a Ph.D. in Journalism or Advertising, and a minimum of five years of professional experience in the field. The position is open to individuals with a strong background in teaching and research. The salary is \$35,000 per year. The position is open until July 1, 1992. Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Liberal Arts, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

## Post-Doc - Historical

### Metallographer

The Center for African Studies, University of Florida, seeks a skilled metallographer for a 1-year position, beginning July 1, to supervise African Metallography Lab and supervise African Iron production research. Send application letter, cv, and three references to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.

Send letter of application, curriculum vitae, and names of three referees to: Peter Schmidt, Center for African Studies, 427 GRI, University of Florida, Gainesville, FL 32611-2037. Deadline: June 12.



# SCHOOL OF EXTENDED EDUCATION

The School of Extended Education seeks applicants for three positions:

## CHAIRPERSON

### DEPARTMENT OF MANAGEMENT

Full-time, tenure-track position; teach courses, supervise five full-time and 100 part-time faculty, and coordinate instruction in the Management major in an off-campus program for working adults in 35 locations in the Bay Area. Ph.D. in business or a related field, administrative/management and teaching experience required.

## ASSISTANT/ASSOCIATE PROFESSOR

Full-time, tenure-track position in the Department of Management, including teaching off-campus evening classes for working adults, student advising and mentoring, committee assignments, and department development. Ph.D. with teaching and professional experience related to management required.

## CHAIRPERSON

### DEPARTMENT OF PORTFOLIO

Full-time, tenure-track position; teach courses and provide leadership to part-time faculty in prior experiential learning instruction. Coordinate an off-campus portfolio instruction program for working adults on 35 San Francisco Bay Area locations. Ph.D. and teaching experience in portfolio required.

Positions will remain open until filled. Consideration of applications will begin June 12, 1992. Send letter of application, names and addresses of three professional references, and current curriculum vitae to: Dr. John Daley, Associate Dean, School of Extended Education, Saint Mary's College, P.O. Box 4700, Moraga, CA 94555.

Saint Mary's College is a Catholic, coeducational, liberal arts college of over 4000, including undergraduate, graduate and adult education students, operated by the Christian Brothers, and located 20 miles east of San Francisco, an EQUAL OPPORTUNITY EMPLOYER. The College is committed to diversity and encourages women, minorities, disabled individuals, veterans, and Christian Brothers to apply.

## Microbiology/ Biology/ Water Quality

Tenure track position teaching undergraduate courses in science, including environmental biology, microbiology, water and waste water processes. Responsibilities include curriculum development and student advising. Master's degree or Doctorate in biology with background in microbiology and water quality with experience in environmental waste management programs. Salary and rank commensurate with degree and experience. Screening begins 6/10/92. Available 8/1/92. Send letter stating career goals and interest in the position, resume, transcripts, and the names of three references to:

Dr. Martha Anne Dow  
VP for Academic Affairs  
Northern Montana College  
Havre, MT 59501

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Martha Anne Dow, VP for Academic Affairs, Northern Montana College, Havre, MT 59501.

## POSITION OPENINGS EXTENDED

Cowley County Community College and Area Vocational-Technical School is seeking qualified applicants for the following full-time teaching positions. Responsibilities for these positions include teaching 14-18 credit hours per semester, consulting with program and course development, recruitment and retention of students, and working with the community. Both positions provide opportunities to work with business and industry.

### SOCIAL SCIENCE INSTRUCTOR

Duties include teaching courses in the area of psychology and sociology. Successful applicant must have a Master's degree in Social Science or a related field and previous teaching experience. Position begins August 1, 1992.

### BUSINESS TECHNOLOGY INSTRUCTOR

Duties include teaching business and computer courses. Successful applicant must have excellent computer skills and a willingness to update those skills. A Bachelor's degree in Business, Computer Science, related field and previous teaching experience is required. Master's degree preferred. Position begins August 1, 1992.

Both positions require effective interpersonal, organizational, and communication skills. All positions require some evening and weekend teaching assignments, and the skills necessary to serve a diverse student population.

The College will accept applications until the position is filled, but the selection committees will begin the review process after June 15, 1992. Submit letter, resume, employment application, transcripts, and related materials to:

Dr. Bob Paxton  
Dean of Instruction  
Cowley County Community College  
125 South Second  
Arkansas City, KS 67405

Cowley County Community College encourages minorities to apply and is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.

University is an Affirmative Action, Equal Opportunity Employer.



## INSTRUCTOR / ASSISTANT PROFESSOR OF PSYCHOLOGY

(Non-Tenure Track)  
(CODE #0110)

DUTIES: Teach 12 credit hours per semester. Limited summer teaching opportunities available. Teaching load includes General Psychology and Biological Testing. Advise Psychology majors.

QUALIFICATIONS: M.A./M.S. in Psychology required, Ph.D. in Psychology preferred. The successful candidate will demonstrate through education and experience (1) potential for teaching excellence at an open admission and multicultural institution and (2) commitment to undergraduate education.

MARY: Commensurate with qualifications and experience.

MAILING DATE: June 30, 1992.

## PROFESSOR OF JOURNALISM / DEPARTMENT CHAIR

(A full-time, tenure track position)  
(CODE #0112)

Lincoln University invites nominations and applications for Chairperson, Department of Communications.

DUTIES: The department is responsible for instruction in speech, and in print and broadcast journalism. Supporting the department are an FM radio station and a newly equipped T.V. studio which serves both as an educational facility and as a production facility for the local access channel.

QUALIFICATIONS: Candidate must have an earned doctorate and academic journalism experience or a master's degree and considerable experience in broadcast journalism; knowledge of the current media industry; strong human and community relations skills. Salary and rank are commensurate with qualifications and experience.

MAILING DATE: June 20, 1992.

REQUIREMENTS: Retirement, group life insurance, major medical, annual sick leave, and education benefits.

APPLICATION PROCEDURE: Send vita, transcripts of undergraduate and graduate work (unofficial transcripts acceptable for initial screening), and letters of recommendation to the Personnel Office, Lincoln University, 920 Cleveland Street, Jefferson City, MO 65102-0029. AVEEO.

## DICKINSON STATE UNIVERSITY

### Mathematics/Natural Sciences Division Chair

Dickinson State University invites applications for the chair of the Mathematics/Natural Sciences Division. The successful applicant will teach college math including algebra, calculus, discrete math and real analysis; math education methods for elementary and secondary. Administrative duties include budget preparation and implementation, personnel and course scheduling.

Doctorate required in related discipline. Rank and salary commensurate with training and experience. This is a tenure track position beginning August 10.

Screening begins immediately and will continue until position is filled. Letter of application, resume and references to:

Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Richard Brauhn, Dean School of Arts & Sciences, Dickinson State University, Dickinson, North Dakota 58601-4896.

## WILLIAMS COLLEGE

Williamstown, MA 01267



The Art Department invites applications for an anticipated opening beginning July 1, 1993, at the associate or full professor level, to teach two graduate seminars and one undergraduate course annually and direct 20-25 MA candidates in a program offered with the Clark Art Institute.

A specialist in 19th/20th century European and/or American art is preferred, but other specialties in post-medieval art will be considered. Ph.D. required along with both significant publication record and teaching/administrative experience. Salary commensurate. Application deadline: September 1, 1992. Send resume and cover letter describing teaching and scholarly interests to:

Christine Kondoleon, Chair  
Search Committee  
Department of Art  
Williams College  
Williamstown, MA 01267

Williams College is a coeducational liberal arts institution, for approximately 2,000 undergraduates and 50 master's candidates. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the facilities the Williams offers its students and approximately 250 faculty members are extensive library and museum collections, computer center, and well-equipped laboratories.

An Affirmative Action, Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

## NURSE PRACTITIONER FACULTY

Opportunity to impact nursing education, research and service as a faculty member at the University of Miami School of Nursing with BSN, clinical-based MSN, and research-oriented Ph.D. programs in nursing. The University of Miami is regarded as a leader in culturally-focused health care and is situated in the midst of a complex health center for the Caribbean and Latin America.

Family Nurse Practitioner faculty interested in teaching students at all levels are encouraged to apply. Rank and salary based on education and experience. Master's degree in nursing and certification as a Family Nurse Practitioner required, doctoral degree in nursing or a related field, previous teaching and clinical practice experience preferred.

Starting Date: August, 1992.

Please mail or fax your curriculum vitae, or call:

Dr. Diane Horner  
Dean and Professor  
School of Nursing  
University of Miami  
P.O. Box 016060 (D2-3)  
Miami, FL 33101  
OFFICE: 305-548-4636  
FAX: 305-547-3808

Applications accepted for all positions until filled. Advancement from minority candidates are encouraged.

Equal Opportunity, Affirmative Action Employer

## SCHOOL OF MANAGEMENT UNIVERSITY OF SCRANTON

### For September 1992 Faculty positions in Management and in Accounting

The University of Scranton is a Jesuit institution with a well-established reputation for quality education.

Tenure track positions available: All ranks possible. Highly competitive salary. Required qualifications are: Doctorate or M.A./M.S. degree in the field; successful teaching experience; and a minimum of five years of professional experience in the field. For the Accounting position primary area of teaching will be auditing and advanced tax.

Non-tenure track one year appointment will be for Accounting. Required qualifications: M.B.A. plus background in business. MBA and CPA are especially encouraged to apply. An Equal Opportunity Employer.

Women and members of minority groups are especially encouraged to apply. An Equal Opportunity Employer.

Please send your resume with the names, addresses, and phone numbers of references to:

Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

Send letter of application, curriculum vitae, and names of three referees to: Dr. Robert J. Brown, Dean of the School of Management, University of Scranton, Scranton, PA 18510-4602.

# MONTEREY PENINSULA COLLEGE

Monterey, California

Monterey Peninsula College is located on a wooded setting overlooking Monterey Bay and is characterized by its informality and student-oriented atmosphere. It is committed to an open door admissions policy and a comprehensive curriculum offering transfer, vocational-technical, and community education. M.P.C. serves more than 10,000 culturally and socio-economically diverse students who enroll each semester.</



## UNIVERSITY OF NEW MEXICO

Gallup Campus  
Gallup, New Mexico

## FACULTY POSITIONS

Nine Month Contract  
Start date August 17, 1992

The University of New Mexico Gallup Campus offers a full-time position in the Gallup Campus, which is situated on the New Mexico/Arizona border between the Pueblo of Zuni and the Navajo Nation. The area has elevations ranging from 5,000 to 9,150 feet and has a varied terrain ranging from pine-barked mountain regions to the grassland and high land of the lower mesa.

**Art:** Tenure track position. Position could develop into department chairperson. Minimum requirements: Master's in relevant subject area or MFA required. Departmental Requirements: Teaching experience preferred, especially at college level. Teaching experience in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Human Services:** Tenure track position. Minimum requirements: Master's degree in social work, counseling, a field in psychology or relevant human services field with experience in direct services and in supervising human service workers. Departmental Requirements: Teaching experience preferred, especially at college level. Teaching experience in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Business Technology:** Minimum requirements: Bachelor's degree in Business Education or related field required. Relevant teaching experience required. Departmental Requirements: Master's degree in Business Education or related field preferred. Teaching experience, preferably in a two-year post-secondary institution preferred. Strong background in computer applications as well as general business courses highly desirable. An understanding of the community college function and philosophy, an interest in working with students of all ethnic groups, a demonstrated interest in working with the community and an ability to work with educationally and financially disadvantaged students desired.

**Mathematics:** Minimum requirements: Master's degree in mathematics and two years' full time for teaching courses post-secondary teaching experience required. Departmental Requirements: Ph.D. in mathematics and teaching at high school and/or community college preferred. Ability to teach introductory physics desired. Experience teaching Native American students preferred.

**Adult Basic Education:** Location: Pueblo of Zuni. Minimum requirements: B.A. that includes relevant coursework or proficiency in vocational relevant coursework (languages arts or mathematics). Departmental Requirements: Experience instructing non-traditional and returning students needing refresher courses preferred. Education and experience relevant to the job market preferred. Experience teaching a multi-cultural population preferred.

**Nursing:** Health Science Coordinator, one third administrative and two thirds teaching. Minimum requirements: Associate degree in Nursing. Departmental Requirements: Master's degree, established rapport with area health facilities, teaching at community college level, typing and computer skills.

**Communications:** Two openings. **RADIO STATION MANAGER:** Requires 6 hours as Station Manager and 9 hours instructing communication courses and/or as station manager and 9 hours minimum requirements: Master's degree in relevant subject area required. One year's experience in radio broadcast or management required. Departmental Requirements: Ph.D. preferred. Community college teaching experience, especially teaching multi-cultural (Native American) student population preferred.

**TENURE TRACK-INSTRUCTOR:** Minimum requirements: Master's degree in relevant areas and dual certification (French/English or communication/English) required. Departmental Requirements: Ph.D. and 5 years' recent teaching experience preferred. Community college teaching experience, especially teaching multi-cultural (Native American) student population preferred.

**Salary:** Minimum is \$20,562 teaching 15 credit hours per semester with possible summer teaching extra. Final approval contingent upon main campus approval. Application procedures: Contact Personnel, (505) 863-7557, for further information on job descriptions. Resumes, letters of application and authorization to check past employment, transcripts and two professional references must be received by the personnel office no later than 5:00 p.m. on June 26, 1992. Call (505) 863-7557 for personnel office, UNM-Gallup Campus, 200 College Rd., Gallup, New Mexico 87301.

UNM IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

## Columbia State Community College

Columbia State Community College seeks applicants for the following positions:

**INSTRUCTOR OF BIOLOGY**—Master's Degree in Biology, some teaching experience required.**INSTRUCTOR OF DEVELOPMENTAL MATHEMATICS**—Bachelor's Degree in Mathematics and teaching experience in mathematics required.The reviewing of applications will begin June 22, 1992 and will be accepted until the positions are filled. **WOMEN AND MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.** To receive an application and position description, contact: Administrative Services, Columbia State Community College, P.O. Box 1315, Columbia, TN 38402; Phone: (615) 388-0120. EOE

**Chemistry:** The Department of Chemistry and Physics at Texas Western University seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chemistry:** Henderson Community College, Henderson, Tennessee, seeks candidates for a tenure-track assistant professor position in Chemistry. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

## Walters State Community College

Walters State in Murfreesboro, Tennessee has openings for the following faculty positions contingent upon approval of the FY 1992-93 Budget:

Positions requiring a minimum of a Master's Degree with eight or more graduate semester hours in the teaching discipline from a regionally accredited institution. Three years' teaching experience preferred.

**Instructor of English**  
Instructor of Speech Communication  
Instructor of Speech Communication/Theatre  
Instructor of Foreign Language (Spanish, French or German)  
Instructor of Biology

Positions requiring a minimum of a Bachelor's Degree (Master's preferred) in the teaching discipline from a regionally accredited institution. Three years' teaching experience preferred.

**Instructor of Nursing (2 positions)**  
Instructor of Criminal Justice (2 positions)  
Instructor of Manufacturing Technology  
Instructor of Golf Course and Turf Grass Management  
Instructor of Development Education-Writing  
Instructor of Development Education-Reading  
Instructor of Development Education-Mathematics (2 positions)

Position requiring an earned doctorate in Education Administration or related field from a regionally accredited institution. Position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chair, Behavioral and Social Sciences Division and Faculty Member**  
Review of applications will begin on June 23, 1992. Applications will continue to be received until positions are filled. Required application form and detailed position announcements are available from:

Director of Human Resources  
Walters State Community College  
Murfreesboro, TN 37133-0889  
AN/EOB M/F/D

**MANAGEMENT SCIENCE**  
Coppin State College is an historically black liberal arts four-year institution in the University of Maryland System. The College invites applications for full-time tenure-track position as Assistant Professor of Management Information Systems, Ph.D./M.B.A. in MIS preferred. ABD's, Ph.D./DBA candidates considered.

Please send letter of application, vita, transcripts and three current letters of reference addressed to Dr. Habib Broder, Chair, Department of Management Science & Economics, Coppin State College, 2500 W. North Avenue, Baltimore, Maryland 21218, by June 30, 1992. (410) 383-5577.

As required by the 1986 Immigration Act, be prepared to present acceptable documentation showing your identity and that you are a U.S. citizen or an alien who is authorized to work in the United States.

Coppin State College is an Affirmative Action and Equal Opportunity Employer. Minorities and Protected Classes are encouraged to apply.

**UNIVERSITY OF ARKANSAS AT MONTICELLO**  
Department of Mathematics and Physics

The University of Arkansas at Monticello seeks applicants for a tenure-track position in Mathematics. The position requires the master's degree with substantial continuing progress toward the doctorate, and commitment to undergraduate teaching with appropriate scholarly activity. Candidates with experience and completed doctorates with backgrounds suited for teaching computer related courses will be preferred. Rank and salary determined upon qualifications. Send letter of application, resume, and transcripts to: Dr. John Annala, Department of Mathematics and Physics, University of Arkansas at Monticello, Monticello, AR 71655. Initial review of applications will begin June 15, 1992. Appointment requires verification of eligibility for employment in the United States.

AN EO/AA EMPLOYER

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Chinese/Chinese Language and Literature.** The Department of East Asian Languages and Literatures, within the Institute of Languages and Literatures, invites applications for a tenure-track assistant professor position in Chinese language and literature to begin September 15, 1992 and ending June 15, 1993. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

Emory Business School  
Marketing Faculty

Emory Business School invites applications for a position in Marketing (effective September 1, 1993). Applicants for an advanced Assistant or Associate Professorship will be considered. We seek to recruit an individual with a proven research record and an active agenda of research in Relationship Marketing. Teaching loads and service requirements are compatible with an active research program.

Emory University is an Affirmative Action/Equal Opportunity Employer. We especially encourage nominations of or applications from women and minority group candidates.

Candidates should send resumes, including identities of three references to:

Professor Jagdish N. Sheth  
Marketing Area Coordinator  
Emory Business School  
Emory University  
Atlanta, GA 30322.

EMORY  
BUSINESS  
SCHOOL

CHAIRPERSON, DEPARTMENT OF  
MANAGEMENT AND MARKETING

SCHOOL OF BUSINESS AND ECONOMICS

Pawtucket State University

Pawtucket State University invites applications and nominations for the position of CHAIRPERSON, DEPARTMENT OF MANAGEMENT AND MARKETING. Pawtucket State University is a fully accredited, comprehensive University I constituent institution of the University of North Carolina, with an enrollment of approximately 3,700 students and a faculty of 170. The Department is one of four academic units in the School of Business and Economics which offers the bachelor's and MBA degrees. The University is located in the southeastern part of the state, with a metropolitan population of 285,000 persons, which includes Fort Bragg Army and Pope Air Force Bases.

Candidates for the position should have an earned doctorate in Business Administration with a demonstrated ability to provide departmental and program leadership. Commitment to excellence in teaching and a strong record in great writing, scholarly research and publication are required. Review of applications will begin June 1, 1992, and continue until the position is filled. The Department anticipates filling the position for the 1992-93 academic year with the starting date negotiable.

To apply, send letter of application or nomination, curriculum vitae, and names, addresses and telephone numbers of three professional references to:

Office of the Dean  
School of Business and Economics  
Pawtucket State University  
1200 Merchison Road  
Pawtucket, NC 28131-4298

An Affirmative Action, Equal Opportunity Employer. Committed to the Employment of Women, Minorities, the Disabled and Veterans.

**PROFESSOR AND CHAIR**  
Department of Biological Chemistry

The University of California, Irvine, College of Medicine, seeks outstanding scientist in molecular biology or biochemistry, including, but not limited to, disciplines such as developmental biology, neurobiology, and human genetics. The candidate must be of great distinction, and lead an active research program. Send nominations or applications to Professor Francis J. Ayala, Chair of Search Committee, c/o Janet Nash, Rm. 246 Irvine Hall, College of Medicine, University of California, Irvine, CA 92717. Nominations and applications will be accepted through October 1992. UCI is an Affirmative Action, Equal Opportunity Employer. Nominations of and applications from women and minorities are encouraged.

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

**Community Economic Development:** University of Alaska Fairbanks permanent tenure-track Assistant Professor position (non-tenure-track) located in Fairbanks, Alaska. The position is in a multi-cultural setting (Native American studies) preferred. (Candidate should have broad art teaching capabilities. Courses offered include drawing, ceramics, painting, photography and art history.)

## BULLETIN BOARD: Positions available

The Chronicle of Higher Education • May 27, 1992

Carson-Newman College is seeking to fill the following positions for fall, 1992:

**COMPUTER INFORMATION SYSTEMS (CIS):** 1-2 tenure-track assistant professor, entry level. Required: Master's in CIS, 1-2 years' experience in CIS. Responsibilities: teach lower and upper level CIS courses and supervise student work. Salary commensurate with experience.

**ACCOUNTING:** 1-2 tenure-track assistant professor, entry level. Required: Master's (accounting), 1-2 years' experience in accounting. Responsibilities: teach lower and upper level accounting courses and supervise student work. Salary commensurate with experience.

**EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate, expertise in reading, writing, and research methods, public school experience/certification. Responsibilities: teach undergraduate and graduate courses, supervise student work and master's thesis students.

**SPECIAL EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in special education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:** 1-2 tenure-track assistant professor, entry level. Required: Doctorate in applied education, public school experience/certification. Responsibilities: teach undergraduate and graduate courses and supervise student work and master's thesis students.

**APPLIED EDUCATION:**







## HEAD

Department of Mathematics  
TEXAS A&M UNIVERSITY

Turns A&M University is a major educational institution, serving over 40,000 students, and ranks in the top 10 nationally in research funding. Number of National Merit Scholars, and value of its permanent endowment, are evidence of its high academic standards. The College of Science has a research and teaching faculty of approximately 340,000,000 and comprises the Departments of Biology, Chemistry, Mathematics, Physics, and Statistics and the Cyclotron Institute. The Mathematics Department is large, energetic and committed to excellence. Its dynamic faculty, representing pure and applied mathematics, is actively involved in research and both graduate and undergraduate education.

The position of Head will be filled by a person with an outstanding record of achievement in research and teaching and with demonstrable administrative skills. Effective communication, a talent for management, ability to provide visionary leadership are especially important. Applicants, consisting of a resume and the names of five persons from whom you may request letters of reference, will be accepted until November 1, 1992, or until the position is filled. Women and minorities are especially encouraged to apply.

Texas A&M University is an equal opportunity, affirmative action employer.

Respectfully to: Dr. Jon Pitts, Chair  
Mathematics Department Head Search Committee  
College of Science  
Texas A&M University  
College Station, TX 77843-3257  
Phone 409-845-7331  
Fax 409-845-6077  
E-mail: search@math.tamu.edu

## NORTHERN ILLINOIS UNIVERSITY

DEPARTMENT OF  
MATHEMATICAL SCIENCES  
(Two Positions)

MS in mathematics education required and strong record of teaching. Four years of experience in Mathematics Education Instructor Position.  
MS in mathematics required and strong record of teaching. Four years of experience in Mathematics Education Instructor Position.  
Send application, vita, transcripts and three letters of reference to: (Specify position applying for) c/o Professor W. D. Blair, Department of Mathematical Sciences, NIU, DeKalb, IL 60115-2888 by June 15, 1992. AA/EOE.

PROFESSOR OF READING  
(205 Day Contract)

**MINIMUM QUALIFICATIONS:** Master's degree from an accredited institution with a graduate major concentration in reading (minimum of 18 graduate semester hours).

**PREFERRED QUALIFICATIONS:** Two years' teaching experience at the community college level. Ability to teach college preparatory as well as college reading.

**SALARY:** \$60,790-\$93,016 dependent upon experience and qualifications. Screening of applications begins June 17, 1992.

**APPLY TO:** Florida Community College, Human Resources Department, 501 W. State Street, Jacksonville, FL 32202, (904) 632-3160.

An Equal Opportunity College. FCCJ Maintains a Drug/Smoke Free Environment.

Development University of Oregon, College of Arts and Sciences, Director of Development. The University of Oregon is seeking an experienced fundraising professional to serve as Director of Development for its College of Arts and Sciences.

The Director of Development will be a senior member of the University's fundraising team responsible for all aspects of development for the College of Arts and Sciences. Specifically, the Director will be responsible for establishing a strong major gifts program at the college level, and for overseeing the college's development efforts.

Minimum qualifications include a Bachelor's degree and 2 years of professional writing experience in health sciences preferred. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

Development Studies Director of comprehensive developmental studies / comprehensive enrichment program. Master's degree in three related fields including developmental studies, and experience in development studies required. Background in teaching desired. Two-year church-related college in teaching area. Screening begins June 17, 1992. Send resume and non-returnable copies of writing to: 716 Avenue, San Francisco, California 94141. AA/EEO/DFWP/UCSF.

## SANTA BARBARA CITY COLLEGE

Applications are invited for a full-time, tenure-track instructor position in Psychology, which will be available beginning Fall Semester 1992. Duties include teaching introductory courses in General Psychology, Developmental Psychology, and Statistics for the Behavioral Sciences. Salary commensurate with academic preparation and experience.

Applicant's complete District application packet must be received by: Wednesday, June 17, 1992.

Request application and announcement by calling: (805) 965-0581, Ext. 2576/Ext. 2261 or by writing to: SANTA BARBARA CITY COLLEGE, 721 Cliff Drive, Santa Barbara, CA 93101-2394.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. MINORITIES, THE DISABLED, AND WOMEN ARE SPECIFICALLY ENCOURAGED TO APPLY.

## LA ROCHE

**NURSING.** La Roche College invites applicants for Clinical Care or Adult Health and Fitness faculty positions in newly developed graduate programs. Master's degree in clinical nursing specialty required with experience and practitioner skills desirable. Earned doctorate preferred but doctorate in progress will be considered.

Reasons for hire include on-going curriculum development and evaluation as well as teaching at both graduate and undergraduate levels. Rank and salary commensurate with education, experience and successful college teaching. Applications and curriculum vitae to be submitted to: La Roche College, Department of Nursing, 8000 Rockwood Blvd., Pittsburgh, PA 15237.

Applicants will be processed until the position is filled. La Roche College is an equal opportunity employer. Minorities encouraged to apply.

## Southeastern Louisiana University

Assistant/Associate Professor of Accounting; tenure track position. Effective date of employment: August, 1992. Qualifications: Ph.D. or D.B.A. in Accounting (doctoral stage of dissertation considered). CPA/ACMA, scholarly research and professional activity preferred. Duties: teaching undergraduate and graduate students in the accounting program. Must be involved in service activities within the department, college, and university. Salary commensurate with experience. Applications and curriculum vitae to be submitted to: Dr. J. G. Sirois, Department of Accounting, Southeastern Louisiana University, P. O. Box 468, Hammond, Louisiana 70402. Send resume and curriculum vitae to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

education curriculum required. Salary commensurate with qualifications and experience. Send letter of application, vita, and transcripts to Search Committee, Education Department, Hood College, Frederick, Maryland 21768-0775; phone 301-461-4371; fax 301-461-7633. Materials must be received by June 3, 1992. Hood College adheres to the policy of hiring only U.S.

## BATES COLLEGE

Lewiston, Maine

ASSISTANT PROFESSOR OF MATHEMATICS

Bates College invites applications for a one year temporary position as Assistant Professor of Mathematics.

The College is a private, undergraduate, liberal arts institution with 1500 students and 150 faculty. The Department of Mathematics has seven full time members. Bates graduates approximately fifteen major in mathematics each year. The Mathematics Department is also responsible for the curriculum in computer science.

The applicant should have completed all the requirements for the Ph.D. by September 1992. Applications are also solicited from candidates who will have completed all requirements except dissertation. These are for appointments as lecturers. The applicant's field of concentration may be in any of the mathematics including statistics, computer science, and applied mathematics.

Candidates should have an active interest in both teaching and research. The normal teaching load is five one-semester courses and one short-term course each year. Applications, curriculum vitae, and at least three letters of reference must be submitted to:

Robin Brooks, Chair  
Department of Mathematics  
Box 402C  
Bates College  
Lewiston, ME 04240

Days (207) 786-6141, Evenings (207) 833-6333  
Applications will be accepted until the position is filled.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

Bates College is an affirmative action, equal opportunity institution. Applications from women and minorities are particularly welcome.

COMMUNITY & TECHNICAL COLLEGES  
of CONNECTICUT

## Minority Vita Bank

The Board of Trustees of Community-Technical Colleges of Connecticut is interested in receiving the vita or resume of interested candidates in anticipation of several new instructional and administrative positions for the 1992-93 academic year.

In particular, the Community-Technical Colleges expect to be hiring faculty in the engineering technologies and are most interested in resumes for these areas.

The Community-Technical Colleges, a centrally coordinated system of 12 colleges located throughout Connecticut, with credit enrollment of approximately 44,000 full- and part-time students, offer courses in more than 100 different career areas.

Transfer and Career programs are offered in Business, Commerce, Data Processing, Health and Public Services, Arts and Sciences, and in General Studies as well as in the Engineering Technologies, such as Manufacturing and Robotics, and in Applied Technologies, such as Computer Aided Drafting and Design.

All interested candidates are encouraged to forward their vitas or resumes to: Kenneth G. Armstrong, Affirmative Action Officer, Board of Trustees of Community-Technical Colleges, 61 Woodland Street, Hartford, CT 06105.

All information and inquiries are confidential and used solely for the purpose of filling system vacancies. The Community-Technical Colleges of Connecticut are an Affirmative Action/Equal Opportunity Employer M/F.

## CERRITOS COMMUNITY COLLEGE DISTRICT

Normal, California

Cerritos College is a single campus community college district located in southeast Los Angeles County with an enrollment of approximately 20,000 students. The college is seeking the following full-time administrative positions effective the 1992-93 academic year.

**POSITION:** Dean of Economic Development/Financial Services. The Dean will be responsible for the overall management of the college's economic development and financial services programs. The Dean will also be responsible for the college's financial planning and budgeting. The Dean will be responsible for the college's financial reporting and analysis. The Dean will be responsible for the college's financial control and monitoring. The Dean will be responsible for the college's financial risk management. The Dean will be responsible for the college's financial compliance. The Dean will be responsible for the college's financial communication. The Dean will be responsible for the college's financial coordination. The Dean will be responsible for the college's financial collaboration. The Dean will be responsible for the college's financial partnership. The Dean will be responsible for the college's financial leadership. The Dean will be responsible for the college's financial vision. The Dean will be responsible for the college's financial mission. The Dean will be responsible for the college's financial values. The Dean will be responsible for the college's financial culture. The Dean will be responsible for the college's financial climate. The Dean will be responsible for the college's financial environment. The Dean will be responsible for the college's financial system. The Dean will be responsible for the college's financial infrastructure. The Dean will be responsible for the college's financial resources. The Dean will be responsible for the college's financial assets. The Dean will be responsible for the college's financial liabilities. The Dean will be responsible for the college's financial equity. The Dean will be responsible for the college



Department Head, Department of Curriculum and Instruction  
and Director of new Master of Arts in Teaching Program

## COLLEGE OF EDUCATION University of Arkansas, Fayetteville

This is a 12-month position. The comprehensive Department of Curriculum and Instruction has 43 faculty members and confers the baccalaureate (B.S.E.) through the Doctor of Philosophy (Ph.D.) degrees. Programs in the department are Elementary Education, Middle Level Education, Secondary Education, Special Education, and Speech Pathology/Audiology. Duties: Administer undergraduate and graduate programs; research activities; and service functions; faculty recruitment; faculty development; faculty evaluation; curriculum planning; administer department budget; represent department to university, public schools, state education agencies and national educational professions; establish effective collaborative working relationship with all constituents, especially public schools. Qualifications: Doctoral degree from a recognized university, have at least five years of university experience (preferably administrative), an excellent record of research/scholarly activity, strong interpersonal skills, and must qualify for associate professor rank or preference for professor rank in a program within the Department of Curriculum and Instruction. Rank: Professor or Associate Professor, tenure-track. Salary: Commensurate with experience, but competitive. Beginning date: Prefer August 15, 1992, but negotiable. Deadline for application: Screening will begin on June 8, 1992, and continue until position is filled. Procedure: Send letter of application, resume, official transcripts of all college credits earned to date, and three current letters of reference to Dr. Mel R. Frantz, Associate Dean for Research and Graduate Studies and Search Committee Chairperson, 214 Graduate Education Building, University of Arkansas, Fayetteville, Arkansas 72701-5015-5239. Applications from women and minorities are encouraged.

The University of Arkansas is an equal opportunity, affirmative action institution.

## MORRIS COLLEGE

Morris College, a private and predominantly black, four-year Liberal Arts College in Sumter, S.C. is seeking applicants to fill the following positions: ASSISTANT/ASSOCIATE PROFESSOR OF ART: To teach four to five (12 to 15 credit hours) courses each semester in Art appreciation and upper level course in art. Participate in registration, student advising, committee assignments and other duties as assigned. Master's degree in Art required. Effective Fall (August) 1992.

CATALOGUE LIBRARIAN: Requires knowledge of OCLC, AACR2, LC Classification and subject headings. Night and weekend work required. Master's in Library Science required. Effective immediately.

REFERENCE LIBRARIAN: Requires knowledge of OCLC, and experience in the current information technologies (on line public catalog, CD-ROM, microcomputer based programs and processes). Responsible for application, night and weekend work required. Master's in Library Science required. Effective immediately.

Submit letter of application, three letters of recommendation and Official Academic Transcript to: Personnel Office, Morris College, 100 W. College Street, Sumter, S.C. 29150-3599. An Equal Opportunity, Affirmative Action Employer.



## Staff Psychologist

The Counseling Service of the Stone Center for Developmental Services and Studies is in search of a Licensed Clinical Psychologist.

This position offers the opportunity for someone interested in working with the perspective on women's relational development that is evolving at the Stone Center. The Counseling Service provides support to the Wellesley College Community which is quite diverse. We are therefore looking for persons who are experienced in short-term counseling with college age women and in outreach programming to special populations, i.e. Latin or Asian. The position is half time (17 1/2 hours per week) for the duration of the academic year (9 months) and includes benefits.

Interested, send cover letter and resume to Patricia E. Basque, Manager of Employee Relations, Wellesley College, Wellesley, MA 02151 by 6/15/92.

Wellesley College especially welcomes applications from ethnic minorities and women.

## Wellesley College

Education: University of Alaska Fairbanks, Fairbanks, Alaska. Position: Assistant Professor. Salary: \$32,000. Location: Fairbanks, Alaska. Duties: Teach and supervise students in the field of education. Research and publish in the field of education. Participate in departmental and university activities. Qualifications: Master's degree in Education. Experience in teaching and supervising students. Salary range: \$32,000 to \$35,000. Application deadline: June 1, 1992.

Education: University of Alaska Fairbanks, Fairbanks, Alaska. Position: Assistant Professor. Salary: \$32,000. Location: Fairbanks, Alaska. Duties: Teach and supervise students in the field of education. Research and publish in the field of education. Participate in departmental and university activities. Qualifications: Master's degree in Education. Experience in teaching and supervising students. Salary range: \$32,000 to \$35,000. Application deadline: June 1, 1992.

Education: University of Alaska Fairbanks, Fairbanks, Alaska. Position: Assistant Professor. Salary: \$32,000. Location: Fairbanks, Alaska. Duties: Teach and supervise students in the field of education. Research and publish in the field of education. Participate in departmental and university activities. Qualifications: Master's degree in Education. Experience in teaching and supervising students. Salary range: \$32,000 to \$35,000. Application deadline: June 1, 1992.

Education: University of Alaska Fairbanks, Fairbanks, Alaska. Position: Assistant Professor. Salary: \$32,000. Location: Fairbanks, Alaska. Duties: Teach and supervise students in the field of education. Research and publish in the field of education. Participate in departmental and university activities. Qualifications: Master's degree in Education. Experience in teaching and supervising students. Salary range: \$32,000 to \$35,000. Application deadline: June 1, 1992.

Education: University of Alaska Fairbanks, Fairbanks, Alaska. Position: Assistant Professor. Salary: \$32,000. Location: Fairbanks, Alaska. Duties: Teach and supervise students in the field of education. Research and publish in the field of education. Participate in departmental and university activities. Qualifications: Master's degree in Education. Experience in teaching and supervising students. Salary range: \$32,000 to \$35,000. Application deadline: June 1, 1992.

## CAPE FEAR COMMUNITY COLLEGE

### Faculty/Staff Positions

**ENGLISH COMPOSITION/DEVELOPMENTAL READING AND WRITING**—12 month position. Responsibilities include teaching developmental reading and writing and English composition classes. Entry level salary range: \$21,065 to \$24,768.

**COUNSELOR**—12 month position. Responsibilities include counseling, recruitment, information services, evaluation, placement, follow-up, and serving as advising coordinator. Entry level salary range: \$24,000 to \$27,900. Both positions begin September 1992. Qualified applicants must hold a Master's degree in an appropriate field. Relevant college work experience is preferred. Application deadline: June 25, 1992.

**DIRECTOR, DENTAL ASSISTING PROGRAM** (Contingent upon funding)—Search Extended. Responsibilities include teaching assignments in addition to Director's duties. Qualified applicant must hold a Master's degree in Science or Education; be either a dentist or a certified dental assistant or dental hygienist; and have occupational experience in the application of four-handed dentistry principles. Entry level salary range: \$29,000 to \$40,000. Application deadline: July 1, 1992.

All positions may require day, evening, and off campus assignments.

To apply, call (919) 343-0481 or write for a CFCC application. To assure consideration, submit the completed application form, graduate transcripts, and three current letters of reference to:

Personal Director

Cape Fear Community College

411 North Front Street

Wilmington, NC 28401

Cape Fear Community College is located in coastal Wilmington, North Carolina on the beautiful Cape Fear River. An AEOE Employer.

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

WELLESLEY COLLEGE

## Director Of Development

The State University of New York Health Science Center at Brooklyn seeks a Director of Development. The Center, a major academic medical institution with four colleges, a 372-bed teaching hospital and 12,415 alumni, maintains a 132-year tradition of providing medical excellence to the Brooklyn community.

This is a challenging opportunity to establish, create, plan and implement a new development program for the Health Science Center. The Director of Development will report directly to the Vice President for University Affairs and will be responsible for initiating a center-wide fund-raising program, including major gift solicitations, corporate and foundation giving; designing systems of reporting and tracking contributions; and researching potential donors. The successful candidate must be highly creative, skilled in planning campaigns, have an understanding of academic and research environments, and must have a successful track record of fund-raising achievements as well as strong interpersonal skills.

Qualifications: Bachelor's degree required, Master's preferred. 3 to 5 years' experience in a comprehensive development program or foundation gift-giving required. Experience in an academic or health related setting preferred.

Submit resume and salary history to: Jo Ann Bradley, Ed.D., Chairperson, Development Search Committee, SUNY Health Science Center at Brooklyn, 430 Clarkson Avenue, Box 2, Brooklyn, NY 11203.

**State University of New York  
Health Science Center at Brooklyn**

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

EO/AAE Employer

## BULLETIN BOARD: Positions available

### Thomas Edison State College Director of Admissions Services

Thomas Edison State College, New Jersey's state college for adults, invites applications for the position of Director of Admissions Services.

Qualifications: A master's degree and five years of higher education experience; superior managerial skills and experience, including supervision of professional and support staff; professional experience in higher education; ability to communicate effectively with staff, other departments and external publics; understanding of and experience in marketing and communications, including publications; extensive knowledge of computer-aided processing systems.

The Director of Admissions Services must be a creative, energetic individual to further develop an already vigorous admissions services program. The director manages a rolling admissions process supported by a team of staff members who handle the military and underrepresented populations and computer-aided processing systems.

The Director of Admissions Services must be a creative, energetic individual to further develop an already vigorous admissions services program. The director manages a rolling admissions process supported by a team of staff members who handle the military and underrepresented populations and computer-aided processing systems.

Starting salary in the low \$50's plus excellent fringe benefit package. Projected starting date: October 1, 1992. Please send letter of application, resume and reference list, including complete addresses and telephone numbers, no later than June 24 to:

Ms. Linda Holt  
Search Committee Chairperson  
Thomas Edison State College  
101 West State Street  
Trenton, NJ 08608-1178

No telephone calls, please. NOTE: Applicants who do not possess the required degree may substitute related experience on a year-for-year basis. Thomas Edison State College is an affirmative action, equal opportunity employer.

### DIRECTOR OF DEVELOPMENT Millikin University Decatur, Illinois

Millikin University announces a search for the newly created position of Director of Development to assume direct administrative and operational responsibility for the University's fund-raising programs. Millikin University is an independent, four-year undergraduate university situated on an 180-acre campus in Decatur, Illinois (population 10,000), 180 miles southwest of Chicago. 150 miles west of Indianapolis and 120 miles north of St. Louis. There are approximately 1700 students enrolled in the College of Arts and Sciences, the College of Nursing and the School of Business.

The Director of Development reports to the Vice President for Advancement and manages the areas of annual giving, major gifts, corporate and foundation gifts, alumni and parent relations, and records management. The Director works closely with the Vice President in establishing fund-raising goals and objectives; assigning specific duties to the President, Vice President and other staff members; and assuming responsibility for specific donor relationships and stewardship.

The successful candidate must possess a working knowledge of fund-raising concepts and strategies, excellent interpersonal and communication skills, and the ability to manage a staff. The candidate must also have a minimum of five years of experience in fund-raising, preferably in higher education. Evidence of multi-management experience is preferred. Salary competitive and commensurate with experience. Attractive benefits package includes tuition waiver for spouse and dependent children.

Letters of application including a detailed resume and the names, addresses and telephone numbers of three references should be mailed to:

Dr. Timothy Willard  
Vice President for Advancement  
Millikin University  
1184 West Main  
Decatur, IL 62522-2084

Applications will be received until the position is filled. Review of applications will begin on June 15, 1992.

Millikin University is an affirmative, equal opportunity employer with a strong commitment to racial, cultural and ethnic diversity, and actively seeks and encourages applications from women and minorities.

Education: Full-time faculty position for Fall 1992. 1) Director of Elementary Education. Direct the elementary education program. Teach elementary education courses. 2) Director of Middle Level Education. Direct the middle level education program. Teach middle level education courses. 3) Director of Secondary Education. Direct the secondary education program. Teach secondary education courses. 4) Director of Special Education. Direct the special education program. Teach special education courses. 5) Director of Educational Technology. Direct the educational technology program. Teach educational technology courses. 6) Director of Educational Leadership. Direct the educational leadership program. Teach educational leadership courses. 7) Director of Educational Research. Direct the educational research program. Teach educational research courses. 8) Director of Educational Policy. Direct the educational policy program. Teach educational policy courses. 9) Director of Educational Assessment. Direct the educational assessment program. Teach educational assessment courses. 10) Director of Educational Evaluation. Direct the educational evaluation program. Teach educational evaluation courses. 11) Director of Educational Improvement. Direct the educational improvement program. Teach educational improvement courses. 12) Director of Educational Innovation. Direct the educational innovation program. Teach educational innovation courses. 13) Director of Educational Reform. Direct the educational reform program. Teach educational reform courses. 14) Director of Educational Change. Direct the educational change program. Teach educational change courses. 15) Director of Educational Development. Direct the educational development program. Teach educational development courses. 16) Director of Educational Growth. Direct the educational growth program. Teach educational growth courses. 17) Director of Educational Progress. Direct the educational progress program. Teach educational progress courses. 18) Director of Educational Success. Direct the educational success program. Teach educational success courses. 19) Director of Educational Achievement. Direct the educational achievement program. Teach educational achievement courses. 20) Director of Educational Excellence. Direct the educational excellence program. Teach educational excellence courses. 21) Director of Educational Quality. Direct the educational quality program. Teach educational quality courses. 22) Director of Educational Standards. Direct the educational standards program. Teach educational standards courses. 23) Director of Educational Benchmarks. Direct the educational benchmarks program. Teach educational benchmarks courses. 24) Director of Educational Goals. Direct the educational goals program. Teach educational goals courses. 25) Director of Educational Objectives. Direct the educational objectives program. Teach educational objectives courses. 26) Director of Educational Outcomes. Direct the educational outcomes program. Teach educational outcomes courses. 27) Director of Educational Results. Direct the educational results program. Teach educational results courses. 28) Director of Educational Impact. Direct the educational impact program. Teach educational impact courses. 29) Director of Educational Influence. Direct the educational influence program. Teach educational influence courses. 30) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 31) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 32) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 33) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 34) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 35) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 36) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 37) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 38) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 39) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 40) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 41) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 42) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 43) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 44) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 45) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 46) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 47) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 48) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 49) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 50) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 51) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 52) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 53) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 54) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 55) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 56) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 57) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 58) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 59) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 60) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 61) Director of Educational Efficiency. Direct the educational efficiency program. Teach educational efficiency courses. 62) Director of Educational Effectiveness. Direct the educational effectiveness program. Teach educational effectiveness courses. 63







## PROFESSIONAL TECHNICAL STAFF MEMBERS- INFORMATION CENTERS

**Princeton University Computing and Information Technology** has openings in the Information Centers section of Information Services. Successful candidates would assist and advise University faculty, students, and staff to know about and use campus and network comput-

ing and information resources. Platforms presently supported include IBM PS/2 (DOS and Windows), Unix (SunOS, X Windows, NeXT, Irix), Macintosh, and IBM CMS and MVS. Supported products and applications are numerous, and varied. Work may involve any of the following: problem diagnosis and resolution or referral, developing and/or teaching short courses, software installation and configuration, scheduling and supervision of student workers, creating or revising documents, membership in cross-group projects and task


forces. Required for consideration: serious experience with at least one of the supported platforms (two or more preferred) and Bachelor's degree or equivalent combination of education and experience. Customer service experience (preferably in computing or information services in a university setting) is highly desirable. Knowledge of local and wide-area networking and network resources helpful. Apply only if you can

and network resources, help employees handle simultaneous tasks successfully, can remain positive in highly demanding circumstances, are flexible about change, work well as a team player as well as a solo, strive for quality performance, recognize time

ness as a crucial factor, and get enormous satisfaction from serving others. One position is available immediately; another will be available August 1. Rank and salary commensurate with background and experience. Send résumé and letter of application to: Bruce Finnie, 11111 13th Avenue, S.W., Seattle, WA 98148.

Computing and Information Technology, or Prospect Avenue, Princeton, New Jersey 08544. Applicants should include a résumé and the names, telephone numbers, and addresses of at least three people who can comment on the applicant's professional qualifications. Princeton University is an Equal Opportunity Employer.

Princeton University



**Princeton University**  
Princeton, New Jersey 08544  
An Equal Opportunity Affirmative  
Action Employer m f

\_\_\_\_\_

DIRECTOR, STUDENT COUNSELING SERVICE


**Princeton University**

**Director, Student Counseling Service**

## Iowa State University

Director reports to the Vice President for Student Affairs and is a staff of 20 professional and support personnel.

**Qualifications:** Doctorate in psychology or counseling. Eight years' experience in counseling and/or three years' administrative experience in a counseling director level or as a program administrator with a minimum of two years' experience in a counseling director or program management service. Must be licensed or licensee eligible by the State of Iowa.

**Salary:** Continuous twelve-month appointment, available August 1, 2000. Minimum of salary range is \$53,000. Salary will be competitive for the university.

**Application:** Send letter, résumé and names and telephone numbers of three references to Chair of Search Committee, Office of the Vice President for Student Affairs, 311 Broadway Hall, Iowa State University, Ames, IA 50011. Screening begins July 1; applications accepted until position is filled.

[illegible][illegible]

priority, plant and animal resources, and the support of the humanities and sciences research and instructional programs. Collaborates and coordinates with the library, anthropology, and other departments to establish collection management policy, public and technical programs and to establish Latin American studies. Supervises a 7.2 FTE. Participates in defining library-wide collection management goals, objectives, strategies, and policies. Coordinates all staff performance evaluations in the library's academic divisions.



## ADMISSIONS POSITIONS

## Hobart and William Smith Colleges

HOBART COLLEGE  
Associate Director of Admissions

Hobart College invites applications for the position of Associate Director of Admissions. Founded in 1902, Hobart currently enrolls 1,000 men and is a member of the United Methodist Church. The College is located in Geneva, New York, and is a member of the United Methodist Church. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

The Associate Director of Admissions is a senior position and reports to the Director of Admissions. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

A Bachelor's Degree is required, and substantial experience with increasing responsibilities on the admission staff of a selective college or university is preferred. Most jobs involve a combination of duties and responsibilities. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Position available July 15, 1992. Please send letter of application and supporting credentials, as well as the names, addresses and phone numbers of three recommenders by June 15, 1992 to:

Leonard Wood  
Director of Admissions, Hobart College  
Geneva, New York 14456

WILLIAM SMITH COLLEGE  
Assistant Director of Admissions

William Smith College invites applications for the position of Assistant Director of Admissions. Founded in 1908, William Smith currently enrolls 850 women and is a member of the United Methodist Church. The College is located in Geneva, New York, and is a member of the United Methodist Church. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Responsibilities include the full range of admissions activities: evaluation of credentials, interviewing, maintaining relations with faculty, applicants and their parents, alumni, and the College's community. Approximately 6-8 weeks of travel can be expected. Candidates for this position must possess strong communication skills and be able to articulate the aims and purposes of a liberal arts education. A Bachelor's Degree is required and a minimum of three years' experience is preferred. Salary will be commensurate with experience and education.

The position is available July 15, 1992. Please send letter of application and supporting credentials, as well as the names, addresses and phone numbers of three recommenders by June 15, 1992 to:

Mary O'Loughlin  
Director of Admissions, William Smith College  
Geneva, New York 14456

Hobart and William Smith Colleges are an Equal Opportunity Employer.

Associate Director of University Development  
College of Business Administration  
Tennessee Technological University

The Associate Director manages the College of Business Administration's fund-raising program which emphasizes major gifts. Other responsibilities include supervising the annual fund, developing an annual plan and budget, and corporate relations. The successful candidate must have good communication and interpersonal skills, and the two years of business management experience and knowledge of fund raising and development, or two years of primary fund-raising development experience. Bachelor's degree in related area required. MBA preferred. Position open July 1, 1992. Initial screening will begin June 24, 1992. Open until filled. Send resume, name, address and phone numbers of three professional references; and a statement of your philosophy of development and fund raising to: Mr. Michael Poore, Director of University Development, TTU, Box 8047, Cookeville, TN 38505. TTU is an AA/EEO Employer.

Library Assistant and Community Development. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Library Assistant and Community Development. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Library Assistant and Community Development. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

## UNIVERSITY OF ARKANSAS AT MONTICELLO

Assistant Men's Basketball Coach/  
Resident Director

Duties and Responsibilities: Responsible for assisting the men's head basketball coach in all phases of competing on the NAIA Division I level. These responsibilities will include: on-the-floor coaching, recruiting, and academic counseling. The position will also include the comprehensive management of the residence life program in a hall of 130 students. Duties include selection, training, and supervision of staff, advising hall government, programming, counseling and administrative/academic management. Qualifications: Master's Degree, basketball coaching experience, and prior residence life experience preferred. Remuneration: \$16,000-\$18,500 (12 month position). Position includes an apartment, meal plan, and university benefits.

Applications: Submit letter of application, resume, and names, addresses and telephone numbers of references to: Lawrence Smith, Athletic Director, P.O. Box 3066, UAM, Monticello, AR 71655. Position will remain open until filled. Initial review of applications will begin July 1.

The University of Arkansas at Monticello is a member of the University of Arkansas System and is a multipurpose institution offering bachelor's and master's degrees. The University has an enrollment over 2000 and a faculty of 100. The University is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the National League of Nursing, the Society of American Foresters, the National Association of Schools of Music, and the National Association of Schools of Physical Education.

AN EEO/AA EMPLOYER

## ASSISTANT DIRECTOR OF STUDENT ACTIVITIES



Muncie, Indiana

Position available July 1, 1992 for an Assistant Director of Student Activities. Individual will direct and advise Student Volunteer Services, assist in meeting the needs of faculty advisors of student organizations, coordinate the community service program and advise the Non-Traditional Student Association, assist in student organization and leadership development, and assist in student organization budgets. Minimum Qualifications: Master's degree in student personnel or related field; evidence of skills in organization, communication, advising, and program development; at least one year of professional experience in higher education. Salary range \$22,000-\$24,500. Send letter of application, resume, and names, addresses and telephone numbers of three references to: Dr. Barbara Jones, Associate Vice President for Student Affairs, Student Life, Student Center 224, Ball State University, Muncie, IN 47306. Review of applications will begin June 8, 1992 and will continue until the position is filled.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.



## Coordinator of Reference Services

Coordinator of Reference Services and Assistant/Associate Professor. Responsible for coordination of Reference Desk and other reference services; participation in Reference Desk work; instruction in library use; preparation of reference materials; and supervision of reference staff. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Library Head, Serials Unit, Cataloging Services Department. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

ASSOC. DIRECTOR,  
Executive and Fully Employed MBA Program

Applications are now being accepted for the position of Associate Director of the Executive and Fully Employed MBA Program in the Anderson School of Management at the University of California, Los Angeles. The Associate Director will be working directly with the Assistant Dean primarily responsible for activities associated with the Fully Employed MBA Program (FEMBA) and for coordinating functions and projects involving the Executive MBA Program (EMBA).

Job duties include: FEMBA program management; coordination of academic policy and with faculty; course curriculum; corporate outreach; student affairs administration and advising; marketing; and publication design and production; admissions; staff training and development; development and coordination of Guest Speakers Program; financial planning and budget analysis; and design and implementation of alumni program.

Requirements for the position include: Knowledge of university administration; ability to analyze documents; experience in speaking before groups; ability to write and edit reports, correspondence, brochures, advertisements, and policy documents; experience with computers; ability to motivate, supervise, and evaluate personnel; ability to counsel students in academic affairs including issues concerning minority students; knowledge of admissions processes in higher education setting; knowledge of marketing and advertising practices; strong interpersonal skills; knowledge of business with fund raising; ability to work weekends, flex time; ability to travel; demonstrated skill in managing large program and project budgets and long-range planning; demonstrated ability in organizing and conducting events. Ph.D. with working knowledge of MBA programs preferred. Director's license and vehicle are required.

Send letter of application, resume, and list of at least three references to: Ms. Elena Marentes, Director of Personnel, UCLA Anderson School of Management, Room 3320 ASGM, Los Angeles, California 90024-1481.



Plainfield Public Schools, a progressive Central NJ Urban K-12 School System, has challenging and diversified careers available for qualified administrators for the 1992-93 school year.

## Deputy Superintendent of Schools

This 12-month position (effective July 1, 1992), requires an individual possessing a NJ School Administrator's certificate; advanced degree in education or related field; and Central Office experience as Assistant Superintendent or Director of Curriculum. Salary: negotiable.

## Supervisor of Secondary Education

This 12-month position (effective immediately) requires an individual possessing a NJ Supervisory certificate, and minimum three years experience as Special Education Teacher or Child Study Team member. Salary Range: \$56,910 to \$68,322.

Positions offer a comprehensive benefits package. Interested and qualified candidates should submit resume, copy of certification and degrees, and three letters of reference, one-page statement of educational philosophy by June 5, 1992 to Mrs. Eloise Bryant Tinley, Supervisor of Personnel.

Plainfield Public Schools  
504 Madison Ave., Plainfield, NJ 07060  
an equal opportunity/affirmative action employer

Management: Assistant/Associate professor with applied and academic experience and a Ph.D. in a related field. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Library Law: The Public Law Library of the University of Pennsylvania Law School is seeking a full-time position. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Management: Assistant/Associate Professor. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

## Randolph-Macon Woman's College

DIRECTOR OF  
PUBLIC RELATIONS  
AND COMMUNICATIONS

Randolph-Macon Woman's College seeks a person of creativity and vision to lead the College's efforts in public relations and communications. The Director will report directly to the Vice President for Development, Public Relations and Admissions.

The Director will be responsible for developing a comprehensive plan for promoting the College to all external constituencies, and will be responsible for college publications and media relations. Qualifications: Applicants must have at least a bachelor's degree and a minimum of five years of professional experience in public relations, editing, writing, and design; familiarity with media communication; and a demonstrated ability to develop and implement a public relations program. A master's degree is preferred. Experience with the use of computers in public relations is a plus.

Randolph-Macon Woman's College is an undergraduate, residential, liberal arts college with a long-standing reputation for academic excellence. The college is located in Lynchburg, Virginia, and is a member of the United Methodist Church. The college is a member of the United Methodist Church. The college is a member of the United Methodist Church. The college is a member of the United Methodist Church.

Application procedure: Letter of interest and resume should be submitted before June 15th to: James C. Kuglin, Jr., Vice President for Development, Public Relations and Admissions, Randolph-Macon Woman's College, 2500 Rivermont Avenue, Lynchburg, Virginia 24503.

Randolph-Macon Woman's College is an Affirmative Action, Equal Opportunity Employer.

## PROGRAM SPECIALIST

Department of Conferences & Institutes  
DIVISION ON CONTINUING STUDIES

The Program Specialist is expected to provide development through collaboration with URM faculty and administrators/professional staff. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Required qualifications for this position include a Master's degree in Business, Marketing, or related area; experience in both administrative and program management; experience with distance learning; ability to write and edit reports, correspondence, brochures, advertisements, and policy documents; experience with computers; ability to motivate, supervise, and evaluate personnel; ability to counsel students in academic affairs including issues concerning minority students; knowledge of admissions processes in higher education setting; knowledge of marketing and advertising practices; strong interpersonal skills; knowledge of business with fund raising; ability to work weekends, flex time; ability to travel; demonstrated skill in managing large program and project budgets and long-range planning; demonstrated ability in organizing and conducting events. Ph.D. with working knowledge of MBA programs preferred. Director's license and vehicle are required.

Send letter of application, resume, and list of at least three references to: Ms. Elena Marentes, Director of Personnel, UCLA Anderson School of Management, Room 3320 ASGM, Los Angeles, California 90024-1481.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

## Juniata College

Director of Administrative  
Information Services

Juniata College seeks a Director of Administrative Information Services as of July 1, 1992. The Director has operational responsibility for all aspects of the administrative computer systems and oversees selection and use of hardware and software, implements software upgrades for Primus, Prime Information and College, and designs and implements training programs for Primus/College and the PC network.

The Director reports to the Vice President for Financial Affairs, supervises an Assistant Director and two supporting staff persons and acts as primary representative to all constituencies. Qualifications include: strong technical skills in the Primus/College (Release 10 or greater preferred) system, five years' management experience, excellent interpersonal skills and the ability to communicate effectively both orally and in writing, ability to maintain absolute confidentiality of data, good organizational skills including time management, and steady temperament. Experience with Benefactor preferred. Send letter of application, resume and a list of three references to: Mrs. Barbara M. Rowe, Director of Personnel Services, Juniata College, 1100 University Drive, Juniata, PA 16802. Applications will be taken until the position is filled.

Juniata is a selective private liberal arts college founded in 1876. The College is located in a beautiful area of central Pennsylvania, and enrolls 1100 students.

AA/EOE

## UNIVERSITY OF IDAHO

## Director of Engineering Outreach Program

The University of Idaho invites applications for the position of Director of Engineering Outreach. The Outreach Program offerings range from graduate degrees in engineering and psychology to non-credit courses for professional development. The Director has the overall administrative responsibility for the Program. Primary responsibilities include promoting and marketing the program, coordinating the Outreach Program, and managing the Outreach Program. The Director is responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Required qualifications for this position include a Master's degree in Business, Marketing, or related area; experience in both administrative and program management; experience with distance learning; ability to write and edit reports, correspondence, brochures, advertisements, and policy documents; experience with computers; ability to motivate, supervise, and evaluate personnel; ability to counsel students in academic affairs including issues concerning minority students; knowledge of admissions processes in higher education setting; knowledge of marketing and advertising practices; strong interpersonal skills; knowledge of business with fund raising; ability to work weekends, flex time; ability to travel; demonstrated skill in managing large program and project budgets and long-range planning; demonstrated ability in organizing and conducting events. Ph.D. with working knowledge of MBA programs preferred. Director's license and vehicle are required.

Send letter of application, resume, and list of three references to: Dr. Richard T. Gill, Chairman, Search Committee, College of Engineering, University of Idaho, Moscow, ID 83843. Search committee members will be notified by June 15, 1992. The University of Idaho is an Equal Opportunity, Affirmative Action Employer and Educational Institution.

Send letter, curriculum vitae, copies of transcripts, and three letters of recommendation to: Dr. William T. Wolf, Associate Dean, Keuka College, Keuka Park, NY 14478. Interview review begins June 22 and continues until the position is filled. AA/EOE.

## Florida Community College at Jacksonville

ANTICIPATED OPENING - AUGUST, 1992.  
DIRECTOR OF TECHNICAL THEATRE PROGRAM/FACILITIES

Minimum Qualifications: Five years' professional experience in Technical Theatre with a Master's Degree in Technical Theatre, or an equivalent combination of education and experience in the theatre arts. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Preferred Qualifications: Possess working knowledge of sound reproduction equipment; hands-on experience in the sale rigging and flying of all theatrical equipment and scenery. Salary: \$27,763-\$30,667, dependent upon experience and qualifications. Screening begins June 22, 1992, and will continue until the position is filled.

Apply to: Florida Community College at Jacksonville, Human Resources Department, 501 West State Street, Jacksonville, Florida 32202; (904) 632-1100. An Equal Opportunity College. "FCCJ Maintains a Drug-Free Workplace Environment."

Mathematics: Two positions, one of which will require background in development of mathematics courses and experience in mathematics education. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Mathematics: Two positions, one of which will require background in development of mathematics courses and experience in mathematics education. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Mathematics: Two positions, one of which will require background in development of mathematics courses and experience in mathematics education. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Mathematics: Two positions, one of which will require background in development of mathematics courses and experience in mathematics education. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Mathematics: Two positions, one of which will require background in development of mathematics courses and experience in mathematics education. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment. The position is available July 1, 1992. The successful candidate will be responsible for the day-to-day management of the admissions process, including recruitment, counseling, and enrollment.

Director of Housing and  
Residential ServicesUniversity of South Carolina  
Columbia Campus

The Division of Student Affairs at the University of South Carolina invites applications and nominations for the new position of Director of Housing and Residential Services.

The Columbia campus is the flagship for the University of South Carolina nine campus system. The 242-acre historic campus offers 64 programs of study leading to the baccalaureate degree, the leading the master's, and 64 doctoral degrees including law and medicine. The Columbia campus enrolls 26,133 students. Of these, 10,101 live on campus in our 28 residence halls.

The Director of Housing and Residential Services has full authority for the administration and supervision of all policies, programs, budgets, and staff within the Department of Housing and Residential Services which includes responsibility for the Department of Housing Services, Department of Residential Student Development, and Office of Campus Safety. The successful candidate will have extensive knowledge and direct experience over a wide range of highly specialized program and service areas. Specific experience in supervising a large and diverse professional and student staff, coordinating the resolution of complex and sensitive issues, managing a large student housing operation and a large residence life program including development of national policies, procedures, and the administration of a \$1,000,000 budget is required. A master's degree is required, a doctorate is strongly preferred for this position. A working knowledge of building renovations, construction, negotiating contracts, and managing large administrative operation are skills important in this position. Knowledge of legal issues affecting campus life, marketing, publicity, public relations, are highly desirable. Salary commensurate with skills and experience.

To apply, send a letter of interest, a current resume, and three letters of reference by June 15, 1992 to Dr. Charles Davis, Director of Enrollment Management, Lieber College, University of South Carolina, Columbia, SC 29208. Initial review of applicants will be in late June. Anticipated hire date is July 15, 1992. USC is an Affirmative Action, Equal Opportunity Institution.

## KEUKA COLLEGE

## Director of Experiential Programs

Keuka College emphasizes experiential education in and out of the classroom. We are celebrating the 50th anniversary of the Field Period, a four-week off-campus learning experience required of every student every year. We value students' learning by doing and making a rapid transition from theory to practice.

We seek a Director to lead and coordinate our Field Period, student employment, and career counseling and placement activities. During Field Periods, students develop career choices and skills, explore other careers, serve students and enhance their personal and academic growth. The Director assesses students and faculty in the planning and evaluation of these experiences. The experiential program includes personal skill development designed to facilitate students' transition to the world of work.

The Director has an administrative appointment with faculty rank, is responsible for planning, budgeting, and supervision of staff. The Director reports to the Academic Dean.

Required: Advanced degree in a discipline appropriate for faculty appointment; demonstrated ability to work with faculty, excellent communication and organizational skills. Doctorate preferred. Experience in experiential education and college teaching highly desirable.

Send letter, curriculum vitae, copies of transcripts, and three letters of recommendation to: Dr. William T. Wolf, Associate Dean, Keuka College, Keuka Park, NY 14478. Interview review begins June 22 and continues until the position is filled. AA/EOE.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Keuka College is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.







## UNIVERSITY OF SCRANTON

### University Computing Services

#### Associate Director, Computer Application Services

The University of Scranton is about to embark on a major project to convert its existing administrative systems. The effort will result in the establishment of a relational database environment as the centerpiece for all administrative system and application development. The initial stage of the project will involve the acquisition and installation of the Oracle RDBMS and Banner financial systems provided by the SCT Corporation, as well as the conversion of data and ancillary systems from an IBM/AS/400 environment to a DEC/VMS environment.

The University invites applications for the position of Associate Director for Computer Application Services to coordinate the conversion and implementation projects as well as establishing ongoing AD cycle procedures and processes.

- Qualifications:** The successful candidate must have:
- Extensive experience in progressively responsible positions in the planning and administration of major administrative systems with at least 3 years of management experience.
  - A good understanding of computing related technologies including but not limited to CASE Tools, 4 GLs, and RDBMS. A thorough understanding of managing all aspects of the AD cycle development through operations.
  - Demonstrated leadership in the development and management of both people and programs.
  - Demonstrated ability to work well with a variety of groups, including deans and directors, university administrators, and vendors.
  - Ability to communicate effectively, both orally and in writing.
  - An undergraduate or graduate degree in Computer Science, MIS, or related field from an accredited college or university.
  - Familiarity with university operations and the educational environment is preferred.

**Department:** Computer Application Services provides information systems planning and analysis, applications development and support, and data management for the administrative computing needs of all university departments. Major applications areas include student systems, financial systems, payroll/personnel, alumni and development, and auxiliary enterprises. A staff of fifteen provides direct support with additional assistance from other departments within University Computing Services.

**Salary:** Competitive and negotiable.

**Applications:** Send letter of application, resume, salary history and requirements, and the names of three references no later than June 12, 1992 to:

**Director, Personnel Services**  
University of Scranton  
800 Linden Street  
Scranton, PA 18510-4679

## New York University

### Office of Undergraduate Admissions

#### Assistant Director Of Admissions

Responsible for a full range of activities including strategic planning, territory management, recruitment travel and application review. This position requires three years' experience in undergraduate admissions. Candidates must have excellent communication and organizational skills combined with a high energy level. Bachelor's degree and driver's license required. Major's preference. Excellent benefits include NYU tuition for self, spouse and children. Send resume and cover letter with salary requirements by June 15, 1992, to: NYU Undergraduate Admissions, 22 Washington Square North, New York, NY 10011. An Equal Opportunity Employer.

## Westtown School

Westtown School, Westtown, PA, announces an opening for Director of Admissions and Financial Aid, with responsibility for enrollment of 600 students in pre-kindergarten through 12th grades and the administration of a \$1.8 million financial aid program.

Founded in 1790, Westtown is the oldest co-educational Quaker boarding school in the United States. Located on a 600-acre campus in southeastern Pennsylvania, Westtown is a day school with a strong residential program in 11-12th grades. Boarding is required in 11-12th grades.

**Qualifications:** The successful candidate must have a minimum of 10 years' experience in the field of admissions and financial aid, with a strong background in the Quaker community. The candidate must also have a strong background in the field of admissions and financial aid, with a strong background in the Quaker community.

**Salary:** \$45,000 to \$55,000, depending on experience. The successful candidate will receive a competitive salary and benefits package.

**Applications:** Send resume and cover letter to: Thomas B. Farquhar, Director of Admissions and Financial Aid, Westtown School, 227 West Kellogg Road, Westtown, PA 19381.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Westtown School** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

## HEAD OF LIBRARY AND INFORMATION SERVICES

**HARFORD COMMUNITY COLLEGE**, located in Harford County, Maryland, approximately 25 miles E. of Baltimore City, has a full-time, 12-month term position for a Head of Library and Information Services. This position reports to the Executive Director of the Teaching and Learning Center and is responsible for the administration of all library operations including planning, implementing, evaluating, and providing leadership for library services to meet the academic needs of the College. Work schedule requires day, evening, and some weekend availability.

Candidates must have a master's degree in library science from an ALA-accredited institution of higher education plus seven years of progressively responsible experience in an institution of higher education in a library services environment, including two years of experience in administering the operation of a library of learning resources unit. A second master's degree or Ph.D. is desirable.

Requirements include a demonstrated ability to exercise judgment based on an understanding of the principles of library science and to implement library autonomy, staff, faculty, administration, and community relations.

Exact placement will be commensurate with education and experience, and based on Harford Community College policy. An excellent benefits package is available.

To apply, send the following materials in one complete packet: (1) a cover letter; (2) a resume of education and work experience; (3) the names, addresses, and telephone numbers of three references; and (4) a copy of your curriculum vitae. Send to: Dr. John L. Preston, Director of Personnel, Harford Community College, 401 Thomas Run Road, Bel Air, MD 21015-1608. For best consideration, apply by July 3, 1992.

**HCC IS AN EOE/AAE EMPLOYER**  
QUALIFIED MEMBERS OF PROTECTED GROUPS ARE ENCOURAGED TO APPLY

## JOHNSON STATE COLLEGE

**DIRECTOR OF RESIDENTIAL LIFE.** Johnson State College seeks a creative, experienced individual to direct and manage all aspects of a comprehensive residential life program. The Director reports to the Dean and shares general responsibility for leadership of the Student Life Division. The position requires a minimum of a B.S. degree in a related field and 10 years of experience in residential life. The position requires a minimum of a B.S. degree in a related field and 10 years of experience in residential life.

**DIRECTOR OF FINANCIAL AID.** The Director of Financial Aid is responsible for planning, implementing, and evaluating all aspects of the college's financial aid program. The position requires a minimum of a B.S. degree in a related field and 10 years of experience in financial aid.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**Johnson State College** is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

## Assistant Director of Admission/Coordinator of Minority Student Recruitment

The Undergraduate Admission Office at Fairfield University is seeking qualified applicants for Assistant Director of Admission/Coordinator of Minority Student Recruitment. Potential candidates should possess a minimum of a Bachelor's Degree plus two to three years' admission experience and a valid driver's license. The position involves freshman admission activities plus the planning, coordination, and implementation of a comprehensive admission staff recruitment program for minority students.

**Application Deadline:** Until the position is filled.

**Starting Date:** July 1, 1992.

Please forward resumes to:

**David M. Flynn, Dean of Admission**  
Fairfield University, Fairfield, CT 06430

**FAIRFIELD UNIVERSITY**  
Fairfield University is an Equal Opportunity Employer

## WHATCOMMUNITY COLLEGE

Bellingham, Washington

### Director of International Education

Whatcomm Community College, located on the Pacific Northwest Coast between Seattle and Vancouver, British Columbia and dedicated to student-centered teaching and learning, is seeking applicants for a Director of International Education. The position involves providing leadership as well as directing student services for the college's growing international student body. The program currently has 50 international students, plus 15 students in an intensive ESL program.

**Qualifications:** Master's degree, two years of related professional experience including program administration, knowledge of immigration law, proven ability to work effectively with international students, excellent communications skills, and experience in program development.

**Salary:** \$28,000 to \$30,000 depending on qualifications.

For best consideration, completed applications should be received by June 24, 1992. To obtain an application packet, contact:

**Cliff Bance, Personnel Officer**  
Whatcomm Community College  
237 West Kellogg Road  
Bellingham, Washington 98226  
206-876-2170

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Whatcomm Community College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

## BULLETIN BOARD: Positions available

## FIELD PRACTICUM COORDINATOR SPRINGFIELD COLLEGE SCHOOL OF HUMAN SERVICES

Springfield College's School of Human Services seeks a Field Practicum Coordinator in the Master of Science in Social Work (MSSW) Program. The Field Practicum Coordinator is responsible for the administrative coordination of field education in the social work program. Additional responsibilities include: Directing and supervising all aspects of field education; selecting and training field instructors; developing and conducting workshops for field instructors from statewide and national institutions; building new field work placements from the social and human service community; and supervising students in the field.

Candidates must have a master's degree in social work, a minimum of three years' experience in a similar position, and a valid driver's license. The position involves a significant amount of travel and requires a commitment to the college's mission and values.

**Application Deadline:** July 1, 1992.

**Starting Date:** July 1, 1992.

Please forward resumes to:

**Dr. John S. Wodarski, Director**  
Springfield College  
Master of Science in Social Work Program  
263 Alden Street  
Springfield, Massachusetts 01109

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

Springfield College is an Affirmative Action Employer. Minorities and women are encouraged to apply.

## Smithsonian Institution Libraries

**LIBRARIAN.** The Smithsonian Institution Libraries has a federal career opening for a Branch Librarian at the Museum Support Center in Suitland, Maryland, GS-11 (GS-12, 152). Under the direction of the Department Head, Central Research Services Department, the incumbent is responsible for the collection, development, and maintenance of the Smithsonian's research collections. The position involves a significant amount of travel and requires a commitment to the institution's mission and values.

**Qualifications:** A master's degree in library/information science, advanced degree in English or American Literature and three years' experience in a large academic or research library, or equivalent combination of education and experience. Knowledge of at least two modern languages in addition to English. German preferred. Self-motivated individual with strong skills in written and oral communication, planning, analysis, and evaluation. Should be familiar with trends in scholarly information delivery in the humanities and in research library services. Must be able to work effectively with faculty, students, and library staff.

**Salary:** GS-11 (GS-12, 152). The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.

The Smithsonian Institution is an equal opportunity employer.



## DEAN College of Library and Information Services UNIVERSITY OF MARYLAND AT COLLEGE PARK

The University of Maryland at College Park invites applications and nominations for the position of the Dean of the College of Library and Information Services. The College offers a program leading to the M.L.S. degree, two joint programs leading to the M.A./M.L.S. degree, and a program leading to the Ph.D. degree. The College has a strong commitment to furthering the use and understanding of advanced information technology.

The position will be available after July 1, 1992; the starting date is negotiable.

The Dean is the chief executive officer of the college and reports to the Provost of the University. The Dean is expected to provide academic and administrative leadership, articulate the mission of the college, facilitate the conduct of research, expand the resource base, and energetically advocate the college within the university and to the professional community at all levels. The position is a tenured academic appointment.

An applicant for the position should present a record of achievement that includes demonstrated leadership, a commitment to collegial governance, knowledge of library and information science education, outstanding accomplishment in areas relevant to the college, and a commitment to academic excellence.

The salary range is \$85,000-\$110,000.

The College Park campus, the flagship of the University of Maryland System, is located in a suburb of Washington, D.C., and is the site of Archives II, the major extension of the National Archives.

For full consideration, please submit your application by September 15, 1992. Send letter of application, detailed curriculum vitae, and names of references to:

Dr. Richard H. Hermann, Chair  
CLIS Dean Search Committee  
2300 Research Building  
University of Maryland  
College Park, MD 20742-0021

The University of Maryland is an Equal Opportunity Employer.  
Women and minorities are encouraged to apply.



## DEAN OF ADMISSION

Heidelberg College, a thriving liberal arts institution situated in Northwestern Ohio, seeks an experienced and motivated leader. The College has a historic campus of 110 acres located in the attractive city of Tiffin, Ohio. The College is noted for its strong international links to both Europe and Asia, and boasts a strong faculty and student body.

The Dean of Admissions should have at least five years of admission experience. The Dean will report to the President and will be a visible member of his cabinet. The current admission staff consists of five professional and three clerical positions.

Nominations and resumes should be sent to: Jennifer Curran, Vice President for Admissions, Heidelberg College, Tiffin, Ohio 44883.

Heidelberg College is an equal opportunity, affirmative action employer.

**Political Science:** Faculty position available August, 1992. Responsibilities include teaching 12 semester hours in American Government and American History. Qualifications: Ph.D. in Political Science, commitment to public education, quality instruction and research. Rank and salary commensurate with experience. Send letter of interest and resume to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Christian Brothers University has a tenured track, Associate Professor position available in the Department of Behavioral Sciences-Psychology. Responsibilities of the position include teaching undergraduate psychology courses such as: Personality, Human Development, Statistics and Research, Experimental Psychology, Psychological Testing, Social Psychology, and the history of psychology. Qualifications: Ph.D. in Psychology, successful undergraduate research experience and evidence of commitment to continued professional development. Christian Brothers University maintains a strong commitment to outstanding undergraduate instruction. It is an Equal Opportunity Employer. Good benefit package and competitive salary dependent on qualifications and experience. Applications will be received by June 15, 1992 and the starting date is August 20, 1992. Provide your letter detailing teaching experience and approach to research, a curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

**Psychology:** Schneider College continues to seek a full-time, tenured position in the Department of Psychology to begin August 1992. Doctorate in clinical, counseling, or educational psychology. Interest in teaching and research. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. W. A. Pennington, Chairman, Division of Social Sciences and Philosophy, Heidelberg College, Tiffin, Ohio 44883.

## LEES COLLEGE



### Dean of Student Affairs

Reporting to the President, the Dean is responsible for all aspects of student life, student activities, and student advising and counseling programs and their staff. As a member of the President's staff, the Dean is responsible for budget, policy, and planning activities for the College.

Lees College is a small, church-related Associate degree granting institution located 85 miles southwest of Lexington. The College is currently considering the possibility of Bachelor's degree programs in selected fields in a Two-Plus-Two model. We seek an energetic professional to assume leadership in a changing environment. Considerable student contact is expected from the Dean of Student Affairs.

**QUALIFICATIONS:** Candidates should have an advanced degree and a minimum of five years' experience in student affairs administration. Review of candidates will begin on June 12, 1992 and will continue until a successful candidate is identified.

**APPLICATION PROCESS:** Applicants should send a letter, resume, and the names and telephone numbers of three references to:

Dean of Student Affairs Search  
Office of the President  
Lees College  
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

## COORDINATOR OF TECHNICAL SERVICES LEARNING RESOURCES CENTER

**DUTIES:** Manage technical services department and implement a library automation system in a two-year technical college. Responsible for the cataloging, classification and processing of all media (books, films, electronic media) for the Learning Resources Center.

**SPECIFICATIONS:** Master's degree in library science from an ALA accredited program with advanced cataloging course work preferred. Computer network cataloging training required. Prefer three years' cataloging experience in an academic library and other experience in library services.

**SALARY:** \$24,475-\$34,087 (degree based)

**APPLICATION DEADLINE:** Open until filled

**SEND LETTER OF INTEREST AND RESUME (INCLUDE 3 REFERENCES) TO:**

Cincinnati Technical College  
Human Resources Services  
3550 Central Parkway  
Cincinnati, Ohio 45223

Equal Opportunity Employer

offering counseling/psychological services to clients. College teaching experience desired. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

**Psychology/Counseling:** Salem State College, Salem, MA, is seeking a full-time, tenured position in the Department of Psychology. The position involves teaching, counseling, and supervision of graduate students. The candidate should have a Ph.D. in Psychology and a minimum of five years' experience in counseling/psychological services. Send letter of application, resume, and references by July 1 to: Raymond Grier, Ph.D., Graduate Dean, Salem State College, 100 State Street, Salem, Massachusetts 01970. AA/EEOC.

## LEES COLLEGE



### Dean of Academic Affairs

The Academic Dean is the chief academic officer of the College and reports directly to the President. The Dean is responsible for providing leadership in the planning, development, administration, and outcomes assessment of all academic programs. The Dean supervises all areas of the College's academic offerings including faculty governance, instructional support and resources, curriculum, academic advancement, records registration, and library services. The successful candidate will foster an inclusive model for academic planning and will be responsible for the allocation of finite resources and the range planning of academic offerings to support a broad array of the college's academic programs and possible selected bachelor's degree programs in the future.

Lees College is a small, church-related Associate degree granting institution located 85 miles southwest of Lexington. The College is currently considering the possibility of Bachelor's degree programs in selected fields in a Two-Plus-Two model.

**QUALIFICATIONS:** The Academic Dean should be an experienced classroom teacher, with minimum of five years' administrative experience in higher education. A terminal degree in an appropriate discipline is required. Commitment to cultural diversity and globalization of the curriculum are necessary. Competitive compensation and benefits commensurate with experience.

**APPLICATION PROCESS:** Candidates must provide a resume, a letter of application outlining interests in the position, and addresses and phone numbers of three professional references no later than June 19, 1992, to:

Dean of Academic Affairs Search  
Office of the President  
Lees College  
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

## FDU FAIRLEIGH DICKINSON UNIVERSITY UNIVERSITY DIRECTOR/DEAN OF CONTINUING EDUCATION

Fairleigh Dickinson University seeks an imaginative, entrepreneurial manager for this anticipated August 1 appointment. Reporting to the Vice President for Academic Affairs, the successful candidate will be responsible for development and administration of non-credit programs in a 10-campus university setting; administration of on-site and off-campus programs; seminars, institutes, conferences, seminars, workshops, certificate programs, etc.; faculty selection and supervision; development of a marketing strategy; and liaison with business and industry, professional groups, and public and community agencies.

**Requirements:** Master's degree and appropriate experience.

Send resume, cover letter and names of three references by June 22 to: University Employment Office, I.C.R. Fairleigh Dickinson University, 221 Montross Avenue, Rutherford, NJ 07070.

Equal Opportunity/Affirmative Action Employer. M/F

or who may not be substituted for a complete application. For application and list of requirements/qualifications, contact the Department of Continuing Education, Fairleigh Dickinson University, 221 Montross Avenue, Rutherford, NJ 07070. Send resume, cover letter and names of three references by June 22 to: University Employment Office, I.C.R. Fairleigh Dickinson University, 221 Montross Avenue, Rutherford, NJ 07070.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

**Reading Education:** The Division of Education at Georgia Southern University is seeking applications for a tenure track position in the Department of Reading Education. The successful candidate will be responsible for teaching, supervising, and advising students in the field of reading education. The candidate should have a Ph.D. in Reading Education and a minimum of five years' experience in the field. Send letter of application, resume, and references by July 1 to: Dr. David O. Blood, Division of Education, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460. AA/EEOC.

## DEAN OF BUSINESS SERVICES

Lamar Community College is a comprehensive rural community college located in Southeast Colorado. The campus has a 1,500 head count and an annual FTE of 635 students and is three years into the implementation of a continuous improvement philosophy which is referred to as Total Quality Management. The campus is seeking a Dean of Business Services who can work with an institution implementing a new management philosophy based on utilization of teams, data based decision making, continuous process improvement and enhanced relationships among employees.

The Dean of Business Services is the Chief Fiscal Officer for the college and is expected to provide information and effective management of the college's financial operations. The Dean will be responsible for the development and administration of a budget, successful supervisory experience, and the ability to work with campus administrators, faculty, staff, students and community. The Dean of Business Services is responsible for the operational management of the college's business services, including the college's bookstore, dining hall, and other campus enterprises, buildings and grounds, campus security and the college fleet.

Minimum qualifications are a Bachelor's Degree from an accredited institution with financial operations experience, demonstrated ability to develop and administer a budget, successful supervisory experience, and the ability to work with campus administrators, faculty, staff, students and community. The Dean of Business Services is responsible for the operational management of the college's business services, including the college's bookstore, dining hall, and other campus enterprises, buildings and grounds, campus security and the college fleet.

**QUALIFICATIONS:** The Academic Dean should be an experienced classroom teacher, with minimum of five years' administrative experience in higher education. A terminal degree in an appropriate discipline is required. Commitment to cultural diversity and globalization of the curriculum are necessary. Competitive compensation and benefits commensurate with experience.

**APPLICATION PROCESS:** Candidates must provide a resume, a letter of application outlining interests in the position, and addresses and phone numbers of three professional references no later than June 19, 1992, to:

Dean of Academic Affairs Search  
Office of the President  
Lees College  
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.

Lees College is an Equal Opportunity, Affirmative Action Employer.















## End Paper



PRUNING VINES AND BREAKING GROUND, circa 1515, SIMON BENOIT AND OTHERS

THE PIERPONT MORGAN LIBRARY

## The Medieval Celebration of Spring

SPRING WAS THE SEASON most extensively celebrated by medieval writers. As defined by the *Secretum Secretorum*, spring began when the sun entered the sign of Aries in mid-March and ended when it entered the sign of Cancer in mid-June. Its characteristics are described as delightful: "The air waxes clear, the winds blow softly, snows dissolve, rivers run. Springs surge up among the mountains, moisture is drawn to the tree-top, branches bud, seeds sprout, grains spring, meadows grow green. Flowers are fair and fresh, trees are clad with new leaves, and the soil is arrayed with herbs and grasses. Beasts beget offspring, pastures are covered with growth and resume a new vigour, birds sing, and the nightingale's song sounds and re-echoes."

The text above is by Marie Collins, a lecturer in English, and Virginia Davis, a lecturer in history, both at the University of London. It is excerpted from *A Medieval Book of Seasons*, published by HarperCollins.

to oppose the President's order show they care more about legitimizing research than they do about helping us, the victims."

Radcliffe's transplantation research is the only controversial provision in the bill. The legislation would prohibit the Secretary of the Department of Health and Human Services from research that has been approved under the merit-review system.

### Surveys Blocked

Under the legislation, the only way for the Secretary to block such a grant would be to convene an ethics advisory board and vote on the matter.

In the past three years, Health and Human Services Secretary Louis W. Sullivan has ordered federal funds for two surveys of sexual behavior. Social scientists say that the surveys would gather information on curbing teen-age pregnancies and the spread of AIDS and other sexually transmitted diseases.

The bill forbids the NIH from supporting the two surveys, one of which gathered information on sexual practices of teen-agers. It requires the Director of the National Institute of Child Health and Human Development at the NIH to support a \$3-million longitudinal study of adolescent health. The study will follow female and male adolescents.

Continued on Page A25

## US Urged to Limit Foreigners' Access to Research It Pays For

By SCOTT JASCHIK

WASHINGTON

Government agencies need policies to prevent foreign companies from gaining inappropriate access to the results of federal-sponsored research at American universities, a new report says.

The report found that of 35 universities surveyed, 25 were among the top 25 recipients of grants from either the National Science Foundation or the National Institutes of Health. 18 had programs in which selected researchers—for a fee—could gain access to the results of research before they were generally available.

Of those 18 institutions, the report said, 14 had foreign companies in their programs.

The report was prepared by the General Accounting Office, the investigative arm of Congress. Rep. Ted Weiss, a New York Democrat who requested the report, said the results were "profoundly disturbing because they show how federally funded research benefits individuals and private companies, including foreign companies, at the expense of the American taxpayer."

### Held Hearings

Mr. Weiss asked the GAO to study the issue in 1990 after the House Subcommittee on Human Resources and Intergovernmental Relations, which he chairs, held hearings on the issue. The report will be released this week.

University officials have generally de-

Continued on Page A24

## A 'TAINTED' PROCESS?

### Rejection of 2 Proposals by Acting Head of Arts Endowment Sparks Protests, Questions About Accepting Agency Support

By STEPHEN BURD

Peter Stitt was ready to let bygones be bygones and ask the National Endowment for the Arts to support *The Gettysburg Review*, the literary quarterly he edits at Gettysburg College.

In July 1990, Mr. Stitt turned down a \$4,500 grant to protest the agency's requirement that applicants sign a pledge not to use the funds for work that might be considered obscene. He has not sought a grant since the pledge was removed in November 1990, but now he thought it might be time to forgive and forget. Now he's not sure.

Anne-Inelda Radice, the NEA's acting chairwoman, has spurred Mr. Stitt and other college arts administrators and journal editors to question once again whether they can work with the endowment without compromising their academic and artistic freedom.

### 'Difficult Subject Matter'

Just two weeks after becoming acting chairwoman of the endowment, Ms. Radice rejected two grants for university art centers even though both had been recommended by peer reviewers and her advisory board. The grants were for the List Visual Arts Center at the Massachusetts Institute of Technology for an exhibit called "Corporal Politics" and for the Anderson Gallery at Virginia Commonwealth University for an exhibit called "Anonymity and Identity."

Ms. Radice said she had rejected the grants because they were "unlikely to

have the long-term artistic significance necessary to merit endowment funding."

But arts advocates said they believed, based on Ms. Radice's previous public comments, that the exhibits had been rejected because they contained images of genitalia. At an NEA Congressional budget hearing, Ms. Radice told lawmakers that she would overturn grants for projects that were sexually

**"The right wing is delighted every time someone turns down a grant. They think it is humorous that we protest by denying ourselves the work we are trying to protect."**

explicit or that dealt with "difficult subject matter."

Helaine Posner, curator at the List Center, asked: "How could it have been a question of artistic merit when the peer panelists, who are experts in the field, and her advisory council thought our grant was worthy of funding?"

She added: "I feel that she has distorted the content of our exhibition, which is essentially about the alienation of the individual in contemporary society. It uses fragmented sculptural body parts to express a sense of alienation

and isolation that is very much part of what people are experiencing in our country."

The rock band Aerosmith announced last week that it will provide the List Center with the \$10,000 it lost when the acting chairwoman rejected the grant.

### Beacon Press Rejects Grant

Ms. Radice's rejection of the grants marked the first time since 1988 that the chairman of the NEA had overridden a decision made by the advisory council. Her action has electrified the arts world. In protest, the Beacon Press, one of the nation's oldest publishers, announced that it would not accept a \$39,000 grant that it had been awarded.

Murry N. DePillars, dean of the School of Arts at Virginia Commonwealth University, announced that he would not serve on a peer panel that was scheduled to meet last week. And for the first time in the history of the NEA, a sitting peer-review panel—the 1993 Visual Arts Sculpture Fellowship panel—decided to disband rather than finish its work. The panel said in a statement: "Over the course of this week, it has become abundantly clear that the process of the peer-panel review has been severely compromised and placed in great jeopardy."

Said Ronald Jones, a member of that panel and an assistant professor of sculpture at Yale University: "I would encourage universities and colleges to take a hard look at Anne Radice's position."

Continued on Page A23



Helaine Posner of the List Visual Arts Center, which was denied an NEA grant: "How could it have been a question of artistic merit when the peer panelists and her advisory council thought our grant was worthy of funding?"

JOHN HUNTER MOTTEN FOR THE CHRONICLE

## Pennsylvania Private Colleges Fight Governor's Plan to Cut Aid

Continued From Page A20

is particularly bitter, but it is not unusual. Although no other states that provide direct grants to private colleges are proposing a total elimination, the recession has made those institutions vulnerable.

"Actions like Pennsylvania's are a reflection of the times," says Allen P. Splein, president of the Council on Independent Colleges.

New York State, for example, made deep cuts in the amount of direct aid funneled to private colleges and universities for the next fiscal year.

### 21 States Provide Payments

Robert O. Berdahl, a professor of higher education at the University of Maryland at College Park and an observer of trends in direct payments to private colleges, says: "I would think the state appropriations to private higher education ought to go through the same cutbacks as public funds, but that doesn't mean the total ending of them."

William Zumeta, associate professor in the University of Washington's Graduate School of Public Affairs, says that direct aid to private colleges evolved out of the belief that it costs less to support existing private-college programs than it does to develop or expand public-college programs. In a study he conducted, Mr. Zumeta found that 21 states—most of them in the East—provided direct payments to private colleges.

College officials say the money is crucial. Illinois, for example, is giving more than \$30-million to private colleges in direct aid in this fiscal year. Dave W. Treter, director of research for the Federation of Independent Illinois Colleges and Universities, says that much of the money goes to strengthen minority-student recruitment and retention programs and to health-sciences and engineering programs.

In Pennsylvania, Governor Ca-



The U. of Pennsylvania says that if lawmakers pass Gov. Robert P. Casey's budget, the class entering the School of Veterinary Medicine this fall will be the last to graduate.

sey's proposed higher-education budget reflects a 3.5-per-cent reduction in spending on the public colleges. The Governor has said that his proposed \$14.2-billion in state spending, which cuts expenses by \$603-million, was necessary to assure a balanced budget, as required by state law.

### 'A Lot of Tough Choices'

Says John Taylor, a spokesman for Mr. Casey: "The Governor had to make a lot of tough choices, and one of them was that the state focus its limited resources on public institutions of higher learning and not the private institutions."

Despite that argument, several public-college presidents—including Joab L. Thomas of Pennsylvania State University and Peter J. Linocouras of Temple University—are lobbying against the cuts to pri-

rate colleges. Says Gary B. Young, president of the Pennsylvania Association of Colleges and Universities: "I think all of us recognize that the higher-education enterprise is interrelated, and so we are supportive of one another's priorities."

But some observers outside of higher-education complain that the private colleges can afford to offset any losses in state aid by tapping their endowments. That criticism is directed especially at the University of Pennsylvania, which is in the midst of a \$1-billion fund-raising campaign.

"Penn says it will close its veterinary school, scale back student financial aid, and reduce dental care for low-income residents in its West Philadelphia neighborhood," wrote B. J. Phillips, a columnist for *The Philadelphia Inquirer*.

## STATE NOTES

- **Mississippi Senate blocks nominees to college governing board**
- **N.C. Governor angers universities with proposal on overhead**

The Mississippi State Senate has refused to confirm three nominees of Gov. Kirk Fordice to the Board of Trustees of State Institutions of Higher Learning.

Legislators said the nominees were not suitably qualified. But an aide to Mr. Fordice, a Republican, said the Governor did not believe that the objections raised by legislators were valid. One nominee, Thelma Rush, withdrew from consideration when her qualifications were questioned because she lacks a four-year-college degree. The nominations of two others, Michael R. Smith and Howard Clark, died when the Senate adjourned without voting on them.

Mr. Smith, whose company holds a contract with employees of Mississippi State University, was challenged on grounds that

his business might create a conflict of interest.

Dr. Clark, a physician, was suspended from participating in the Medicaid and Medicare programs in the early 1980's for allegedly admitting patients to hospitals for questionable reasons. He denied wrongdoing and said the charges were political, but his nomination was opposed by many doctors in the state. —GOLDIE BLUMENSTYK

**North Carolina Gov. James G. Martin last week said he would try to work out a compromise with public universities in a conflict about overhead payments.**

Earlier in the week, the Republican Governor proposed that the state keep \$16.8-million in federal overhead receipts re-

sulting from university projects in the 1991-92 academic year instead of returning them to the campuses that had generated the money. Federal agencies reimburse universities for the indirect—or overhead—expenses associated with research projects that receive U.S. funds.

In North Carolina, 30 per cent of all overhead receipts traditionally have been retained by the state. But the General Assembly agreed to an annual decrease in the proportion of receipts that the state would keep.

In the 1992 fiscal year, the state was to keep only 25 per cent of the receipts. Instead, it retained 50 per cent. In the 1993 fiscal year, the state was to keep only 20 per cent of the receipts, but because of a tight budget, Mr. Martin proposed a 50-50 split. —JOYE MERCER

## Government & Politics

that Hahnemann probably will not be able to recoup through private donors what it will lose from the state.

"Donors are very reluctant to donate funds for operating expenses, and many gifts come with restrictions on how they may be used," he adds.

### 'A Partnership'

What angers him most, he says, is Mr. Casey's "irresponsible" handling of the matter, exemplified by the Governor's failure to talk with the private-college presidents before making his decision.

"The state thinks we see this money as an entitlement," Mr. Paroo says, "but I believe it's a partnership between the state and higher education to produce future manpower for Pennsylvania. We think we've produced something out of that money."

The major part of the argument for private colleges to continue receiving aid is that they provide a state service. Says Mr. Young of the Pennsylvania Association of Colleges and Universities: "The so-called private institutions enroll more than 70,000 students, about 38 per cent of college students in the state."

State Rep. Ronald R. Cowell, chairman of the House Education Committee, says it would be "precipitous" to eliminate all of the funds in one year. But he says "the burden is going to have to fall to legislators" in the Philadelphia area to fight for restorations. Some presidents say they have yet to win the support of State Rep. Dwight Evans, chairman of the House Appropriations Committee and a leader of the Philadelphia delegation. He did not return a reporter's telephone calls.

### U. of Pennsylvania Criticized

The presidents concede that they also must win over legislators from other parts of the state who may view the direct aid as a plum for Philadelphia that their districts do not receive.

Meanwhile, the University of Pennsylvania's base of support in the city has been threatened by criticism from some city officials who say the university does not award enough scholarships to local high-school students.

Amid all the debate, private-college presidents say they will spend time in the coming weeks visiting legislators at the Capitol and at their district offices to tell them about the importance of their institutions to the state's overall health. Besides visits, efforts may include letter-writing and phone-calling campaigns by college officials, students, and alumni.

One point they hope to drive home, the presidents say, is that the direct aid the colleges receive pales in comparison with the economic benefits they provide. Five of the state-aided institutions—Penn, Thomas Jefferson, Hahnemann, the Medical College, and Drexel—are among the top 20 employers in Philadelphia, a city that itself has been near bankruptcy. Together, the institutions provide more than 40,000 jobs.

"This is a very cheap investment for the state," Mr. Paroo says. "We are an asset, but we're being treated like a liability."

## Endowment Chief's Rejection of 12 Proposals Angers Arts World

Continued From Page A21

and judge whether this is an area they should continue to act with.

A second group, the Solo Theater Artists Fellowship panel, asked out last week without examining a single grant application. In a third panel, the Overview of the NEA's Museum Program, wrote a letter of protest to the acting chairwoman. The letter said that Ms. Radice should "make the explicit reasons for any grant rejections without any dissembling or equivocation."

### The Collapse of the NEA

Colleges and universities received 26 grants totaling \$4.6-million from the arts endowment in 1991. Most institutions are not only to turn down endowment money or to stop applying for it.

But some said that colleges and universities should again take a close look at whether they really need the grants.

"The need for money for organizations like us is desperate, so you always find yourself thinking about applying for a grant," said Mr. Stitt of Gettysburg College. "But I don't want to be involved in a process that I feel is tainted."

Linda B. Shearer, the director of the Williams College Museum of Art, said: "Up to this point, I always thought it was important that museums and art groups make a strong statement that they need government support of the arts, so that they put in as many applications for as wide a variety of projects as possible."

"But now that we are witnessing the collapse of the NEA, with Ms. Radice dismantling the established

system, the time has come for every arts organization to reassess that support, and to decide what it means to accept a grant."

Jill Collins, an endowment spokesman, said it would be a "tragic mistake" for colleges to turn down grants they have won. "When a highly qualified organization like Beacon Press withdraws an application for funding for two anthologies of creative writing to be used in schools, their audience, the students, suffers," she said. "So while all these organizations may have concerns, I would hope that they will stay focused on the bigger picture."

### 'In-Your-Face Subject Matter'

Ms. Collins said institutions should not hesitate to apply for grants for contemporary artwork. But she added that the endowment did have a "concern" about supporting works "where there is no artistry and only an in-your-face subject matter."

Some arts supporters agreed that it would be counterproductive for institutions to protest by turning down NEA awards. "I think it is irrelevant," said Robert L. Lynch, president of the National Assembly of Local Arts Agencies. "I don't think similar actions by universities in the past had any effect then, and I don't think they would have any effect right now."

Mr. Lynch said Ms. Radice's actions were a perfectly predictable response to Congressional pressure to clamp down on the agency. If arts advocates do not like what is going on, he said, they should express their dismay to Congress, not to the NEA.

"Besides," he added, "the right wing is delighted every time someone turns down a grant. They think it is humorous that we in the arts community protest by denying ourselves the work we are trying to protect."

Some university arts officials, however, said that if the endowment became more politicized, it might no longer be worth saving. Judith Tannenbaum, associate director and curator of the University of Pennsylvania's Institute of Contemporary Art and a member of the review panel that recommended the two projects, said: "I don't believe that the NEA should be maintained at any price. There may come a point when there is so much that is restricted, and where the compromise is so great, that it is not worth having an endowment anymore."

### 'Extraordinarily Vital'

The University of Pennsylvania institute used endowment funds that it received in 1988 to organize a retrospective show of photographs by Robert Mapplethorpe that sparked an intense debate over the role of the NEA.

Others, however, said the NEA had been too important to them to abandon it when it is in trouble. "The NEA is an extraordinarily vital part of our national culture. That its existence should be questioned is extraordinary to me," said Katharine J. Watson, director of the Bowdoin College Museum of Art.

Ms. Watson noted that the NEA had given her museum 21 grants over the last 15 years. "The NEA



John W. Lottes, president of the Art Institute of Southern California: "We are doing quite well, even without NEA support."

has been tremendously important to the arts at colleges and universities throughout the country. Just look at all that this wonderful agency has done for an important but small museum in Maine," she said.

Still others said they were waiting to see how things play out before they decided to stop applying for NEA support or to reject grants they have already won. A big question, many said, was whether Ms. Radice will still be heading the endowment after the Presidential election.

### Not the First Time

If universities and colleges started turning down grants, it would not be the first time. In 1990, a small number of college arts programs and colleges said they would protest the obscenity pledge by not accepting endowment funds. In addition to Gettysburg College, the following institutions said they would forgo endowment funds: Arizona State University, the Art Institute of Southern California, Kenyon College, the New School for Social Research, and Pennsylvania State University.

Jonathan F. Panton, president of the New School for Social Research, said that had been a different situation entirely. In 1990 universities were asked to agree—in writing—to "prior restraint," thereby restricting themselves in what they could express with the money they received. Also, he said, the definition of obscenity, which the endowment was using, was far broader than that set by the Supreme Court. "It was purely a legal question then. These are totally different situations."

Wendy J. Strothman, the direc-

tor of the Beacon Press, disagreed. She said Ms. Radice's statements and actions would also act as a prior restraint on the work for which universities and colleges could expect to win federal support. "I think it will create a self-censorship," Ms. Strothman said. "I don't see why you would bother to fill out the application for anything that could be deemed offensive, if you already knew you will be rejected."

Some said that it would be virtually impossible for universities and colleges to find other sources to make up for federal support if they decided to hand back grants.

Robert S. Fogarty, editor of *The Antioch Review* at Antioch College, said it was "unlikely" that colleges and universities would stop taking money from the NEA during a recession.

"A lot of magazines are hurting, and colleges are tightening things up," he said. "Art centers and literary presses are places that are undergoing the most belt tightening. They simply need the money."

But John W. Lottes, president of the Art Institute of Southern California, which has not sought NEA money since turning down a grant in 1990, said it was possible for organizations to survive without the NEA. He said his institute had made up for endowment funds by raising more money from foundations and donors.

Said Mr. Lottes: "Our enrollment has grown by 10 per cent, and our exhibition program has been active with excellent attendance. So we are doing quite well, even without NEA support. I do not agree that there are not other sources you can look to."



## Details of Bush's New Loan Plan Appear to Doom Its Chances in Congress

By SCOTT JASCHIK  
WASHINGTON

Congressional aides say that the details of President Bush's new student-loan plan, which were released last week by the Education Department, doom the proposal's chances for passage.

Student leaders and higher-education administrators say they are pleased that the plan appears headed nowhere. They say the details indicate that the plan would provide loans at extremely high interest rates, making them undesirable for most students.

They are also angry that the President would pay for some of the changes in student-aid programs by making it more difficult for students to be considered "independent." Calculations of financial need for independent students do not include their parents' income or assets, so independent students qualify for more aid.

### 'These Are Good Ideas'

According to the Education Department, about 173,000 students would lose independent status and eligibility for about \$442-million in student aid under the proposal.

"When the President tries to give with the one hand, he takes away with the other," said Selena Dong, legislative director of the United States Student Association.

Administration officials, meanwhile, continued to defend the plan. "These are good ideas that will help working people," said William D. Hansen, Acting Assistant Secretary of Education for management and budget.

President Bush has talked about

creating "Lifetime Education and Training Accounts" since January. Last month he said he would propose legislation that would enable Americans to borrow up to \$25,000 for higher education or job training. The money would be repaid on a schedule determined by the borrower's income.

### 127,000 Students Eligible

In his announcement last month, the President said that the loans would be made by the Student Loan Marketing Association, a federally chartered company that purchases federally guaranteed student loans so that banks can lend more money. The President also proposed that students enrolled less than half time be allowed to qualify for all student-aid programs.

The Education Department projects that about 127,000 students would become eligible for aid under the proposal for students enrolled less than half-time. It said they would receive about \$63-million.

In materials sent to Congress, President Bush said last week that the Education Secretary would work out precise details of the loan program—including the interest rate—with Sallie Mae officials. The materials indicated that the government would neither subsidize nor guarantee the loans.

To pay for the program—mainly the cost of allowing students to enroll less than half time—President Bush proposed changing the age at which students are automatically considered independent from 24 to 26. The change "is consistent with



The U.S. Student Association's Selena Dong: "When the President tries to give with the one hand, he takes away with the other."

the Administration's position that the student and his or her parents should shoulder the primary responsibility for financing the student's postsecondary education," said the message sent to Congress.

Lawmakers said the program, as proposed, would insure high interest rates because Sallie Mae would otherwise face financial risk in providing loans with no guarantee and no subsidy. They also predicted that Sallie Mae would have control over who would receive the loans, and would be likely to lend to wealthier, low-risk students.

Sen. Paul Simon, an Illinois Democrat who has urged Congress to have colleges provide direct loans to their students, said: "This is a step backward, even from their earlier proposal. It is a loan vehicle without wheels. It's a gesture to some of the ideas we have put forward, but with hardly any visible means of making it actually work."

A Sallie Mae spokeswoman said it would be "premature" to discuss details of the program.

But Mr. Hansen of the Education Department said he thought interest rates would be "competitive" with other loan programs. He said that even if interest rates were "a bit higher" than those of other programs, students would still want to participate in the program.

Some, he said, would be attracted to the program because it would make loans easily available to students who wanted to improve their skills, but did not necessarily want to enter a full-time degree program. Other students, he said, may be attracted by the income-contingent repayment system.

Mr. Hansen said the program would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

Mr. Hansen said the program would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

Mr. Hansen said the program would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

Mr. Hansen said the program would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

Mr. Hansen said the program would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

## Government & Politics

## ELECTION NOTEBOOK

- Clinton attack on Bush education record prompts quick reply
- Duquesne U. may be in trouble over a Bush-Quayle fund raiser
- Clinton wins endorsements from two major education unions
- Perot's role, or lack of one, in stemming a college's demise

Bill Clinton's sharp critique of the Bush administration's education record drew a quick response from the Education Department.

In a speech at East Los Angeles College, Mr. Clinton accused the Bush administration of ignoring financing needs of students and adult-literacy programs and allowing "educational opportunity gaps" to grow.

At the same time, Secretary of Education Lamar Alexander attacked Clinton for taking "an unfair and inaccurate swipe at the President's recent interest in student loans was the sign of an 'election-year conversion.'"

Secretary Alexander, in an interview with the Associated Press, said the Governor had misrepresented the Administration's position on Pell Grants. The President, Mr. Alexander said, has proposed increasing the size of Pell Grants and redirecting the money to the most needy students, but has not sought to eliminate grants for those with family incomes above \$10,000.

The Secretary also criticized Mr. Clinton for failing to identify how he would finance one of the key components of his education program: a sweeping college-loan program that would allow students to repay their college loans as a percentage of their future income or through one or two years of national service. "I can get applause, too, going around offering something free," Mr. Alexander said.

Clinton said, "if your income is \$10,000 a year, you're too poor to get any college aid. But if you make \$300,000 you should be eligible for a capital-gains tax cut."

Clinton also said the President's

recent interest in student loans was the sign of an "election-year conversion."

Secretary Alexander, in an interview with the Associated Press, said the Governor had misrepresented the Administration's position on Pell Grants. The President, Mr. Alexander said, has proposed increasing the size of Pell Grants and redirecting the money to the most needy students, but has not sought to eliminate grants for those with family incomes above \$10,000.

The Secretary also criticized Mr. Clinton for failing to identify how he would finance one of the key components of his education program: a sweeping college-loan program that would allow students to repay their college loans as a percentage of their future income or through one or two years of national service. "I can get applause, too, going around offering something free," Mr. Alexander said.

Clinton said, "if your income is \$10,000 a year, you're too poor to get any college aid. But if you make \$300,000 you should be eligible for a capital-gains tax cut."

Clinton also said the President's

recent interest in student loans was the sign of an "election-year conversion."

Secretary Alexander, in an interview with the Associated Press, said the Governor had misrepresented the Administration's position on Pell Grants. The President, Mr. Alexander said, has proposed increasing the size of Pell Grants and redirecting the money to the most needy students, but has not sought to eliminate grants for those with family incomes above \$10,000.

The Secretary also criticized Mr. Clinton for failing to identify how he would finance one of the key components of his education program: a sweeping college-loan program that would allow students to repay their college loans as a percentage of their future income or through one or two years of national service. "I can get applause, too, going around offering something free," Mr. Alexander said.

Clinton said, "if your income is \$10,000 a year, you're too poor to get any college aid. But if you make \$300,000 you should be eligible for a capital-gains tax cut."

Clinton also said the President's

that the rental to the Bush-Quayle committee or the infrequent other rentals would affect the student union's tax exemption.

Although Mr. Weiss, a Democrat, denied having any partisan agenda, Mr. Cafardi said he wasn't so sure. "I have to think there is not a little bit of political hay in this whole thing," he said.

Bill Clinton has picked up endorsements from the nation's two major education unions.

The National Education Association cited Mr. Clinton's record as Governor of Arkansas in making the endorsement and said he "has never wavered in his commitment to education."

The association counts more than 79,000 faculty members and other higher-education employees among its membership of nearly two million.

The American Federation of Teachers, with about 83,000 higher-education employees among its 790,000 members, cited Mr. Clinton's "sensible approach to tax policy, health issues, and his early support of legislation barring permanent striker replacement" in its endorsement. The union is affiliated with the AFL-CIO.

Both endorsements concern Mr. Clinton's candidacy for the Democratic nomination. The unions expect to endorse candidates for the general election over the summer. But the comments of the unions' presidents hint at the direction those endorsements will take.

In releasing the AFT endorsement, the union's president Albert Shanker criticized President Bush's "cynical ploys to promote vouchers and privatization" in public schools. "No matter how you look at it, Mr. Clinton's candidacy represents the most thoughtful option out there to help change this country," Mr. Shanker said.

Keith Geiger, president of NEA, said America needs "a leader whose actions match his words. George Bush is not that leader—Bill Clinton is."

Ross Perot's role in championing education reform in Texas in the mid-1980's is now legend. Yet the lure of the billion-dollar who may run for President often omits the part Mr. Perot played—or, more precisely, declined to play—in the story of the now-defunct Bishop College.

According to Peter Elkind, a Texas journalist, officials of the debt-ridden, historically black institution asked Mr. Perot for a substantial donation to keep the college afloat.

Mr. Perot declined, saying the college had little chance to become "world class."

"The last thing those students need is anything second-rate," Mr. Perot told Mr. Elkind in a 1988 interview. Bishop closed that year.

James D. Squires, a spokesman for the almost candidate, said he was not familiar with Mr. Perot's relationship with Bishop at the time. But he said the scenario sounded plausible. "Everyone wants him to come and save everything that's dying."

—GOLDIE BLUMENSTYK

## Bush and Congress Face a Showdown on Fetal Tissue

Continued From Page A21

of various socioeconomic populations and of various racial and ethnic groups, for a number of years to determine "behaviors" that promote health and the behaviors that are detrimental to health."

Richard Udry, a chief investigator in the teen-age sex survey and the director of the Carolina Population Center at the University of North Carolina at Chapel Hill, said he did not think that the adolescent health study would make up for the information lost by not supporting the teen-sex survey. "They don't say anything about sexuality in their description of the study," he said. "There doesn't seem to be a guarantee that it will provide us with the knowledge needed to curb the spread of AIDS."

Focus on Sexual Practices

David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges said, however, that the adolescent study was meant to include a look at the sexual practices of teen-agers. "The Senate and House conferees felt that it was necessary to prevent support for the two surveys. Otherwise lawmakers like Helms would have tried to hold up the conference bill," he stated, referring to Republican Sen. Jesse Helms of North Carolina.

Senator Helms led the effort to bar support for the studies. The reauthorization bill moving through Congress would also:

- Make permanent an Office of Women's Health Research in the office of the NIH director.
- Make permanent an Office of Scientific Integrity as an independent entity in the Department of Health and Human Services.
- Require the Secretary of Health and Human Services to develop criteria for the protection of those who report scientific misconduct or who cooperate in investigations of it.

■ Require the Secretary to issue regulations specifying the circumstances that constitute conflicts of interest for scientists and order the Secretary to establish standards for institutions to prevent such conflicts.

■ Make it a federal crime to break into facilities to disrupt research using animals.

■ Require the NIH director to prepare a plan for the agency to conduct or support research that does not require animals, to reduce the numbers of animals used in experiments where they are needed, and to reduce the amount of pain and distress of animals used in research.

■ Require the NIH director to set up a matching-grant program for the construction, expansion, renovation, and maintenance of biomedical- and behavioral-research facilities at universities and other research institutions.

The House will consider the bill this week. The Senate is not expected to vote on it until next week.

## Comptroller Questions Alexander's Dealings at U. of Tenn.

By STEPHEN BURD

As president of the University of Tennessee, Lamar Alexander tried to conceal the institution's dealings with businesses with which he had had ties, says a report issued last week by the state's comptroller.

The report is the culmination of a year-long state investigation ordered by Gov. Ned Ray McWherter, a Democrat, after questions arose about Mr. Alexander's business dealings during Senate confirmation hearings for his Education Department post.

Mr. Alexander was the university's president from 1988 until he became Education Secretary in 1991. He was Tennessee's Governor from 1979 through 1987. In a written statement, Mr. Alexander defended his actions and said there was "nothing really new in the report."

### Functions at a Country Inn

While raising questions about actions taken by Mr. Alexander, the report contains no charges that he violated state law.

The state comptroller, William R. Snodgrass, said that it was not his role to "make that kind of determination," but added that he had forwarded copies of the report to the State District Attorney's office in Knoxville and to the State Attorney General's Office.

Officials in both offices said they could not yet determine whether

further action on the report was necessary.

The report says that Mr. Alexander directed university officials to hold functions at Blackberry Farm, a country inn that was partly owned by his wife while he was the university's president.

According to the report, Mr. Alexander, on the advice of the State Attorney General at the time, transferred his interest in the farm to his wife when he became president of the university. But, the report continues, Mr. Alexander neglected to inform university officials and board members of his wife's interest when they asked him about his interest in the inn.

The report says that "based on his suggestions and directions," the university spent nearly \$65,000 to hold 14 functions at the inn.

Mr. Alexander insisted that the university continue to use the inn, the report says, even after university officials complained that Blackberry Farm cost more than comparable, nearby facilities.

Mr. Alexander responded to the complaint by saying, "Neither my wife nor I ever made any income from the investment in Blackberry Farm." He also said that he thought that the inn had provided the university with "substantial discounts" to make it competitive with other local hotels.

But, Mr. Snodgrass wrote in the report, "invoices from Blackberry

Farm did not list any discounts, and rates appeared greater at the end of the president's term than they were in the beginning."

The report also contends that Mr. Alexander instructed university officials to hire a consulting firm, the Ingram Group, and a media production company, Bailey, Deardourff, and Associates, both of which were run by long-time political associates. In an attempt to cover up the university's involvement with the firms were made through third parties outside the university, the report says.

'Indirect Arrangements'

The Ingram Group, a Nashville lobbying firm, employs a number of people who were aides to Mr. Alexander when he was Governor.

Similarly, the university hired Bailey, Deardourff, headed by Mr. Alexander's long-time media consultant, to produce television commercials.

The report states: "Because of board members' and senior university officials' concerns about the potential negative appearance of a direct university arrangement" with the two firms, "these consultants were compensated through various indirect arrangements."

In his statement, Mr. Alexander defended the hiring of the two companies. "They did a good job for the university," he said.

Mr. Weiss specifically asked the GAO to examine foreign ties to "industrial liaison programs," in which businesses have special access to university research and facilities.

The report says that of the universities it examined, 30 have industrial-liaison programs. Of those, 24 have at least one foreign member. The 24 universities have a total of 499 foreign members, some of whom belong to more than one university program.

The report notes that a few universities have different programs for foreign and American businesses, or charge foreign members more to join a liaison program.

## U.S. Urged to Limit Foreign Access to Research

Continued From Page A21

fended their ties to foreign companies, saying that the businesses provide important revenue for research programs and that the foreign businesses are taking advantage of opportunities that exist for American businesses as well.

The GAO report says that federal agencies have not paid enough attention to the increasingly complex links between universities and companies that hold the licenses for products based on federally supported research. For example, the report says some universities lack sufficient information to know about potential conflicts of interest of researchers, who may have ties to companies seeking exclusive licenses to products.

Liaison Programs Eyed

Mr. Weiss specifically asked the GAO to examine foreign ties to "industrial liaison programs," in which businesses have special access to university research and facilities.

The report says that of the universities it examined, 30 have industrial-liaison programs. Of those, 24 have at least one foreign member. The 24 universities have a total of 499 foreign members, some of whom belong to more than one university program.

The report notes that a few universities have different programs for foreign and American businesses, or charge foreign members more to join a liaison program.

Mr. Weiss said that, in response to the report, he was writing to the Secretary of Health and Human Services Secretary, Louis W. Sullivan, and to the NSF director, Walter E. Massey, to urge them to develop policies to prevent conflicts involving foreign companies.

Mr. Weiss said the information in the GAO report might represent only "the tip of the iceberg" of university ties to foreign companies, because many universities are unaware of links between faculty members and foreign companies.

Mr. Owens said it was "not easy" to determine whether salaries are reasonable. One test, he said, is to check whether all salary and benefits agreements are in writing. "Surprisingly, that is not necessarily the case, based on our past audits," Mr. Owens said.

In addition, he said, IRS officials will compare salaries to those of comparable jobs at the institution and elsewhere. "What you try to do is get a handle on the vague standard of whether the university is paying value for its payment," he said.

University Funds Included

For the purposes of the audits, Mr. Owens said, the IRS will include foundations that support university athletics programs or provide extra money to the institution—even if those foundations are not part of the university.

Mr. Owens said it was unclear

## Do Subject Universities to Scrutiny With New Audit Method

Continued From Page A1

known aspects of UBIT." In each aspect, he said, involves legislation stating that if a university uses a tax-exempt bond to finance the construction of a building, the university must pay the UBIT on the building's market value of the lease.

Auditors will also examine the salaries paid to coaches and presidents to see if they are unreasonable, Mr. Owens said. "Any time you have employees who are high paid after and you develop special compensation arrangements to attract them, there's a possibility you might run afoul of the law on reasonable compensation," he said.

Mr. Owens said it was "not easy" to determine whether salaries are reasonable. One test, he said, is to check whether all salary and benefits agreements are in writing. "Surprisingly, that is not necessarily the case, based on our past audits," Mr. Owens said.

In addition, he said, IRS officials will compare salaries to those of comparable jobs at the institution and elsewhere. "What you try to do is get a handle on the vague standard of whether the university is paying value for its payment," he said.

University Funds Included

For the purposes of the audits, Mr. Owens said, the IRS will include foundations that support university athletics programs or provide extra money to the institution—even if those foundations are not part of the university.

Mr. Owens said it was unclear



Marcus S. Owens of the IRS: "These institutions, because of their size and structure, really required a different approach."

what action the agency would take if it found violations of the tax laws. In cases where a college had not paid the UBIT, the IRS might require back payments.

For other violations, he said the agency would probably seek an agreement designed to prevent violations in the future. The IRS could revoke an institution's tax-exempt status, he said, but "that is an extreme action that the service would not apply quickly and without considerable forethought."

After all the audits are completed, Mr. Owens said, the IRS "will look at the information generally and see how that should factor into our audit program." He said the new team approach would then be

used for periodic, routine audits of universities, which he said would be more thorough, but less frequent, than in the past.

### 'Quite Significant'

Bertrand M. Harding, Jr., a Washington lawyer who advises non-profit organizations on tax issues, said the new approach to college audits was "quite significant." He added: "I think the IRS will probably learn a lot as a result of going in and taking an in-depth look, and they will use that knowledge with respect to other institutions. Hopefully, the IRS will publicize the areas of concern so colleges can fix any problems they have."

After all the audits are completed, Mr. Owens said, the IRS "will look at the information generally and see how that should factor into our audit program." He said the new team approach would then be

used for periodic, routine audits of universities, which he said would be more thorough, but less frequent, than in the past.

## PHILANTHROPY NOTES

- **Columbia U. gets \$8-million for center to combat drug abuse**
- **James Michener and wife give 172 paintings to U. of Texas**

With an \$8-million grant from the Robert Wood Johnson Foundation and several smaller grants, Columbia University is establishing a national center to combat drug and alcohol abuse.

The Center on Addiction and Substance Abuse (CASA) will be directed by Joseph A. Califano, Jr., who served as Secretary of the Department of Health, Education, and Welfare in the Carter Administration. The center will be the first institution in the United States to gather under one roof experts from

many professional disciplines needed to study all forms of substance abuse, Mr. Califano said in a statement.

"The center springs from the conviction that our nation cannot deal with other basic problems unless we deal with addiction and substance abuse," said Mr. Califano, who is leaving his law practice as senior partner of Dewey Ballantine to work full time as the center's president.

The grant from the Johnson Foundation, which will support the

first five years of the center's operation, is the largest award ever made in the 20-year history of the fund.

The center also is receiving financial support from the Carnegie Corporation of New York, the Charles A. Dana Foundation, and several major corporations. Other foundations, including the Ford, Johnson, and Rockefeller Foundations, and the Pew Charitable Trusts, have pledged support for specific projects related to poverty and substance abuse.

Mr. Califano, who as HEW Secretary mounted an anti-smoking campaign in 1978, said that substance abuse and addiction costs the United States more than \$300-billion a year in health-care and disability payments, lost productivity, accidents, crime, and spending for prisons. "CASA's goal is to get the American people to roll up their sleeves and devote the energy and resources necessary to attack this problem," he said.

—LIZ M. MILLEN

The author James A. Michener and his wife donated 172 paintings to the University of Texas at Austin last week. The paintings, valued at about \$14-million, had been on loan to the uni-

## Business &amp; Philanthropy

versity as part of its Mari and James A. Michener Collection of 20th-century American art.

Including the latest gift, the Micheners have given the university 376 paintings, valued at some \$20-million. The Micheners also have contributed about \$2.5-million for fellowships and endowments to the university's writing program.

Mr. Michener is a professor emeritus at the university, where he teaches graduate writing seminars.

President William H. Cunningham called the gift a "monumental assemblage of American paintings" that he said gave the university "the finest collection of American art at any American university." —KATHERINE S. MANDAN

## PRIVATE SUPPORT

**CHARLES AND ELLORA ALLIS EDUCATIONAL FOUNDATION**  
c/o First Trust  
Three West, P.O. Box 84704  
St. Paul 66164  
Student aid. For undergraduate scholarships: \$100,530 to Macalester College.

**ARTHUR VINING DAVIS FOUNDATIONS**  
645 Riverside Avenue  
Jacksonville, Fla. 32204  
Facilities. For completion of a classroom building: \$100,000 to St. Norbert College.

**PETER HIEWIT FOUNDATION**  
Woodmen Tower  
17th and Fernam Streets  
Omaha 68102  
Facilities. For the mathematics and computing center: \$500,000 challenge grant to Carleton College.

**W. K. KELLOGG FOUNDATION**  
400 North Avenue  
Battle Creek, Mich. 48917-3398  
Minorities. For programs for black students: \$479,999 to Florida Memorial College.  
Rural areas. For research on possible solutions to the problems of rural people: \$717,726 to Oregon State U. (This brings the total of Kellogg assistance for this project to \$1.5-million.)  
Volunteers. For support of program: \$100,000 to Campus Outreach Opportunity League (St. Paul) and \$150,000 to National Association of Service and Conservation Corps (Washington).

**ANDREW W. MELLON FOUNDATION**  
140 East 82nd Street  
New York 10021  
Libraries. To train people to fill preservation positions in research libraries: \$150,000 over three years to Columbia U.

**RESEARCH CORPORATION**  
6840 East Broadway Boulevard  
Tucson, Ariz. 85710-2815  
Research. For research in the sciences: \$2.1-million divided among 117 projects at predominantly undergraduate colleges.

**GIFTS & BEQUESTS**

**Eastern Virginia Medical School of the Medical College of Hampton Roads.** For a professorship in reproductive medicine: \$1-million from Serono Laboratories Inc. **Florida State University.** For academic programs: \$100,000 from Young, van Assenderp, Varnadoe, and Benton. **Gettysburg College.** For a professorship in the humanities: \$1.2-million from Edwin T. Johnson and Cynthia Shearer Johnson. **Iowa State University.** For the capital campaign: \$1.5-million from Pioneer Hi-Bred International Inc. **Middlebury University.** For scholarships in the sciences: \$1-million from John Lehigh. **Presbyterian College.** For the drama center and art gallery: \$1-million from H. Caldwell Harper.

**Tennessee State University.** For a professorship: \$600,000 from Thomas and Trish Priest. **University of Maryland.** For the Institute for Global Management at University College: \$1-million from C. Rich and Company.

**University of Oklahoma.** For a professorship in modern American history: \$300,000 from Doris Eaton Travis. **Ursinus College.** For ethnic programs: \$100,000 from CoreStates Financial Corporation.

**Wichita State University.** For the tennis complex: \$1-million from Clarence Coleman, Mrs. Gayle Coleman, and Sheldon Coleman, Jr.

## Note Book

Mary Maples Dunn, president of Smith College, once again is trying to dispel concerns about the institution's being labeled a "lesbian school" by critics who are troubled by the presence of homosexual students at the college.

In a full-page commentary in the spring edition of *The NewsSmith*, a newspaper published by the college, Ms. Dunn tried to settle the matter.

While large universities with gay-activist student groups are not labeled "gay universities," she said that the "mere acknowledgment of a lesbian presence at a women's college tends to attract a 'lesbian school' label."

She added: "I think the extraordinary fear of and focus on lesbianism in women's colleges masks deeper fears of female independence and self-sufficiency."

Duke University's student newspaper has decided not to run a second advertisement by a group that says the Holocaust was a hoax.

The newspaper, *The Chronicle*, was deluged with angry letters last fall after it ran a full-page ad placed by the Committee for Open Debate on the Holocaust, which insists that Germany never adopted a formal policy to execute millions of Jews.

Although the paper published one advertisement, Barry Eriksen, its general manager, announced in April that a second advertisement had been rejected. The new ad asserted that Nazis had never made soap from human fat. Said Mr. Eriksen: "I don't see any benefit to revisiting the controversy."

University of Southern California officials are taking steps to reassure incoming students in the wake of last month's rioting.

The university had sent acceptances to 7,500 students for the fall, but only 1,500 had confirmed that they would attend when the acquittal of the police officers in the Rodney G. King case was announced.

During the riot that ensued, postal service to the university and many sections of Los Angeles was suspended. When calm was restored, admissions officers faced a backlog of mail.

Because of the delays, Duncan C. Murdoch, dean of admissions, gave students an extra two weeks to confirm their intention to enroll.

The dean also set up a telephone bank and asked alumni, employees, and USC students and their parents to call prospective students to address any concerns that they might have about attending the university.

As of last week, 2,250 freshmen had told the university they would enroll in the fall. Mr. Murdoch said that he expected the number in the freshman class would reach 2,450, about the same number as last year.

## Students

## GLIMPSES INTO NEW WORLDS

## Members of the Academy of Senior Professionals Share Their Experiences With Eckerd Students

By MICHELE N-K COLLISON

ST. PETERSBURG, FLA.

Werner Von Rosenstiel listened intently as several students in a Western Heritage class at Eckerd College here discussed Hamlet's duel with Laertes.

As the students spoke, Mr. Von Rosenstiel thought of his father, who belonged to a fencing fraternity at the University of Heidelberg in 1888. "I told the students that my father was a terrible fencer," he said. "He lost every one of his duels, and he had all these dueling marks all over his face. But those marks were marks of character."

"The account intrigued the students, because suddenly it wasn't such ancient history."

Mr. Von Rosenstiel, a prosecutor at the International Military Tribunal at Nuremberg, was taking part in the discussion as part of an Eckerd program called the Academy of Senior Professionals. He had come to share his experiences with students, to offer them a glimpse into worlds they knew little about.

## 'An Enormous Amount of History'

Sterling Watson, a professor of creative writing who taught that class, also appreciated Mr. Von Rosenstiel's presence. "Von Rosenstiel is a vital 85," he says. "He's lived through an enormous amount of history. It's a view of history I can't even begin to be able to provide."

The academy is the result of an effort to bring senior professionals, working or retired, in the area back to college. They sit in on classes, offering insights to students studying everything from

Continued on Following Page



Werner Von Rosenstiel, a member of Eckerd College's Academy of Senior Professionals: "You can make events come alive."

## Fellowships, Not Assistantships, Said to Be Key to Completion of Doctorates

By ROBERT L. JACOBSON  
CAMBRIDGE, MASS.

A labor economist has reported finding the first definitive evidence that graduate students in the arts and sciences are more likely to complete their doctorates—and in less time—if they receive fellowships instead of research or teaching assistantships.

Ronald G. Ehrenberg, professor of industrial and labor relations and economics at Cornell University, says his analysis of long-term doctoral patterns there confirms the benefits of fellowships over assistantships.

The findings also indicate that fellowships given in the first year increase Ph.D. production more than if an institution initially provides assistantships, requiring students to earn their keep, and follows those more conditional awards with fellowships.

Mr. Ehrenberg's analysis comes at a time of widespread interest in documenting the relationship between different forms of financial aid and Ph.D. produc-

tion. Academic leaders have been concerned that predictions of faculty shortages are coinciding with evidence that more and more doctoral students have been dropping out or taking longer to earn their degrees.

## 25 Years of Data

It remains uncertain whether findings like Mr. Ehrenberg's—which covered 25 years of data on 1,674 Ph.D. candidates in economics, English, mathematics, and physics—can help research universities obtain more fellowship money.

Although some members of Congress have talked recently about shifting graduate-student assistance to provide more support for fellowships, historically such discussions have failed to produce appreciable gains in appropriations. Similarly, recent budget cuts in the states and belt-tightening by many doctoral institutions do not augur well for an expansion of fellowship money from non-federal sources.

Nevertheless, higher-education officials

Continued on Following Page

# Performance In A Class By Itself

If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance.

A lot of providers of 403(b)(7) retirement plan services claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$150 billion\* today.

But performance should extend into other areas as well. It's just as important to find a turnkey solution that gets high marks from you and your employees. That's why we place such emphasis on participant record-keeping and employee communications support, as well as choice and flexibility.

To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.



**Fidelity Investments®**  
**Tax-Exempt Services Company**

A division of Fidelity Investments Institutional Services Company, Inc.



## Senior Professionals Share Experiences With Students

*Continued From Preceding Page*  
political science to music; present lectures on topics they have been engaged with all their lives; and advise Eckerd College students on career moves. About 166 people are involved in the academy this year.

James A. Michener, for example, has assessed students' work in a creative-writing course, while Durward Hall told his war stories as a former congressman and physician.

Members of the academy share a common trait—they have had distinguished professional or civic careers. Academy members this year include a French underground fighter, an ambassador, a sports-

at the center but did not take part in undergraduate classes. In 1980 Eckerd brought the academy into contact with its undergraduate program.

Separate learning programs for older people are not new. The New School for Social Research created the first program for senior citizens in 1962, and at least 150 colleges and universities now have special programs for retirees. But Eckerd officials say they believe their academy is the only one of its kind.

Not everyone can be a member of Eckerd's academy. Applicants must pass the stringent requirements set by a governing board made up of other academy members. "We have millionaires and

ces can buy the units. "It's part of a total package that makes the academy attractive," Mr. Peterson says. "People like Michener would not come if we did not make them available."

Academy members say they relish working with students. "You can make events come alive," says Mr. Von Rosenstiel, the retired lawyer who also worked as an advertising executive in New York. "You can give them a hook. You can teach them without them realizing they are being taught."

### Some Felt Threatened

Faculty members say that students who see such accomplished people willing to give their time in the classroom have a greater appreciation for education. "They get to see that learning is lifelong," says Kathryn Watson, a professor of education. "When they see someone who is curious and ravenous about reading, it's exciting. It's infectious."

Faculty members were not always so enthusiastic about having academy members in their classrooms. "The faculty felt threatened," says Leo Nussbaum, who matches academy members with various classes. "They felt that the college was hiring cheap help."

Some Eckerd professors were concerned that the academy members, with their wealth of experience, might dominate the classroom discussion. "One could expect someone with the success of Mr. Michener to be overbearing," Mr. Watson says. "But he doesn't dominate."

## Fellowships Found to Be Key to Completion of Doctorates

*Continued From Preceding Page*  
say they are encouraged by Mr. Ehrenberg's research results, which he calls "striking." He says his study marks the first time that the comparative effects of fellowships on completion rates and

"time to degree" have been demonstrated through appropriate statistical modeling. Unlike other studies, he says, his inquiry controlled for such factors as students' citizenship, sex, aptitude, and previous education, as well as starting academic salaries in their disciplines. It also encompassed data on students who had dropped out or were still enrolled in a doctoral program.

No attempt was made to determine the effects of different amounts of financial assistance on doctoral enrollment, completion, or time to degree. But the ability of fellowships to increase completion rates was found to be much greater than their tendency to shorten the period of study.

### Lack of Data in the Past

Mr. Ehrenberg says his analysis suggests that students receiving research assistantships have better records of completion and time to degree than have students receiving teaching assistantships. He notes that research assistants are usually hand-picked by faculty members who regard them as unlikely to drop out.

Previous research on the relationship between doctoral completion rates and different forms of financial assistance has suffered from a lack of data, particularly because many universities have not kept track of doctoral students in a

## What They're Reading on College Campuses

- | Rank | Title   | Author                   |
|------|---|--------------------------|
| 1.   | Life's Little Instruction Book                          | by H. Jackson Brown, Jr. |
| 2.   | Attack of the Deranged Mutant Killer Monster Snow Goons | by Bill Watterson        |
| 3.   | Fried Green Tomatoes at the Whistle Stop Cafe           | by Fannie Flagg          |
| 4.   | Jazz  | by Toni Morrison         |
| 5.   | You Just Don't Understand                               | by Deborah Tannen        |
| 6.   | The Firm  | by John Grisham          |
| 7.   | The Seven Habits of Highly Effective People             | by Stephen R. Covey      |
| 8.   | The Prince of Tides                                     | by Pat Conroy            |
| 9.   | Loves Music, Loves to Dance                             | by Mary Higgins Clark    |
| 10.  | Oh, the Places You'll Go!                               | by Dr. Seuss             |

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, Denison U., Drexel U., Idaho State U., Iowa State U., Kent State U., Lawrence U. (Kan.), Lehigh U., Marquette U., Marquette U., Montana State U., North Dakota State U., Portland State U., Princeton U., Saint Louis U., San Francisco State U., Southern

Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of Colorado at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Texas at Austin, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in April.

He emphasizes the basics and critiques their work.

Students say they often feel more comfortable talking to the academy members than to their professors. Jeffrey Robinson, a senior at Eckerd, says: "They aren't grading you, so you don't hesitate to talk to them about anything."

James Hootman, a freshman whose parents encouraged him to attend Eckerd because of the academy, says: "The learning is not as

structured. It's more spontaneous."

Participants in the academy emphasize that they are learning, too. Says Jack Clark, a retired radiologist: "It's a way to catch up on subjects that we missed."

It also gives new meaning to some of the members' lives. "All my wheels fell off when I retired," says Keith Irwin, a retired philosophy professor. "This is something to get up in the morning for."

comprehensive way from the time they entered their programs. Mr. Ehrenberg's analysis relies on an unusually large amount of data, including the kind of financial assistance that each student received each year for up to six years.

### Broader Effort Under Way

A broader effort to examine how different forms of financial aid affect Ph.D. production in 10 fields is under way as part of a project financed by the Association of American Universities. John C. Vaughn, the association's director of federal relations, says the project is aimed at developing a "fairly comprehensive, longitudinal data base" for some 50 institutions.

Another study of doctoral completion rates is being financed by the Andrew W. Mellon Foundation at 10 universities as part of a continuing effort to improve graduate education in the humanities. The project includes an attempt to determine how the rates are affected by the timing of fellowships and other forms of financial assistance.

A paper about Mr. Ehrenberg's research—written with Pangloss G. Mavros, a Cornell Ph.D. candidate in economics—is expected to be published soon by the National Bureau of Economic Research, a private organization. The study received financial support from Cornell and the Alfred P. Sloan Foundation.

Students

## Side Lines

John DiBiaggio said last week that he would leave Michigan State University to become president of Tufts University, prompting speculation about his reasons and questions about the future of MSU's sports program.

Mr. DiBiaggio said that the "professional and personal attractions" of the Tufts job were significant, and that he was excited about moving to a private college.

But observers said that Mr. DiBiaggio's brutal battles with the masses over the leadership of Michigan State's sports program—even though he won—had hurt him. He also said the board recently had declined to give him more than its standard one-year contract. Tufts gave him a seven-year contract.

Mr. DiBiaggio leaves several questions behind. In March he hired Mervyn Dean Baker to replace George Perles as athletics director. Mr. Baker is charged with easing the tension created by the fight over whether Mr. Perles should be

factor as well as football coach. With the president's departure, he is losing his strongest supporter. At least two trustees visited Ms. Baker last week to reassure her that they backed him.

Mr. DiBiaggio also has played a patient role in the Big Ten conference's drive to impose strict standards for sex equity in athletics. He expected to approve the new standards next month, but with Mr. DiBiaggio's departure, it is losing a vocal advocate of equity.

Mr. DiBiaggio's move to Tufts caught many by surprise because his name had not been listed among the finalists. A Tufts official said Mr. DiBiaggio had asked that his candidacy not be announced and the trustees had honored his request.

Questions about his role in a University of Virginia sports scandal continue to haunt Richard D. Schultz, the National Collegiate Athletic Association's executive director.

An aide to Mr. Schultz when he was Virginia's athletics director said this month that he had uncovered documents showing the exact date and time when he told Mr. Schultz about loans made to athletes by a sports booster group.

The assistant, Tom Gearhart, had told Virginia's investigators earlier that Mr. Schultz knew about the no-interest loans to athletes. Mr. Schultz, however, said that while he knew about loans to staff and faculty members and to graduate assistant coaches, he knew nothing about loans to athletes. In their report to the NCAA last month, university officials gave Mr. Schultz the benefit of the doubt.

So far most sports officials have done the same. Criticism of him has been limited to private conversations and the musings of newspaper columnists.

But Mr. Schultz's troubles have given ammunition to the NCAA's critics, who vow to watch the association's own investigation of Virginia closely for signs of laxity.

## Athletics

### Coming Soon to a Bookstore Near You: 3 Views of the World of College Sports

A lawmaker's B, a sports tragedy, an NCAA critique

By DOUGLAS LEDERMAN

This spring's crop of books about college sports includes a basketball-star-turned-Congressman's critique of the American sports system, a painstaking post-mortem on a college basketball tragedy, and an economic treatise that portrays the National Collegiate Athletic Association as a cartel.

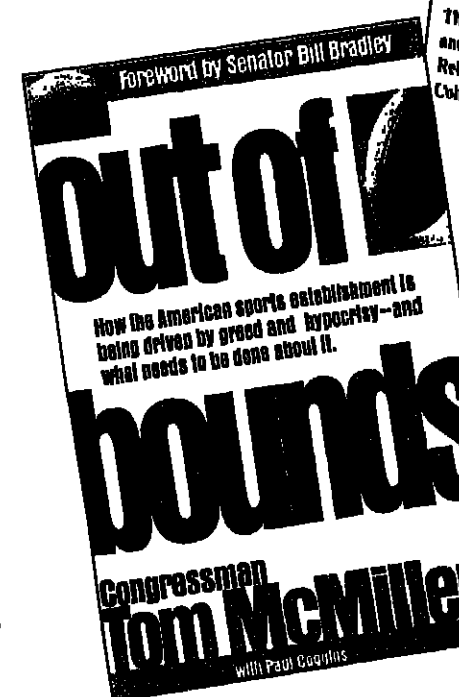
The biggest splash is likely to be made by *Out of Bounds* (Simon & Schuster), written by Rep. Tom McMillen with his friend Paul Coggins, a writer and lawyer. Representative McMillen, a Maryland Democrat, has earned a good deal of attention during his six years in Congress by speaking out on sports issues.

He has pushed for the publication of graduation rates of college athletes, urged higher academic standards for high-school athletes, and proposed legislation to revamp the NCAA's structure. In fact, *Out of Bounds* ends with a chapter that outlines how his bill would improve college sports.

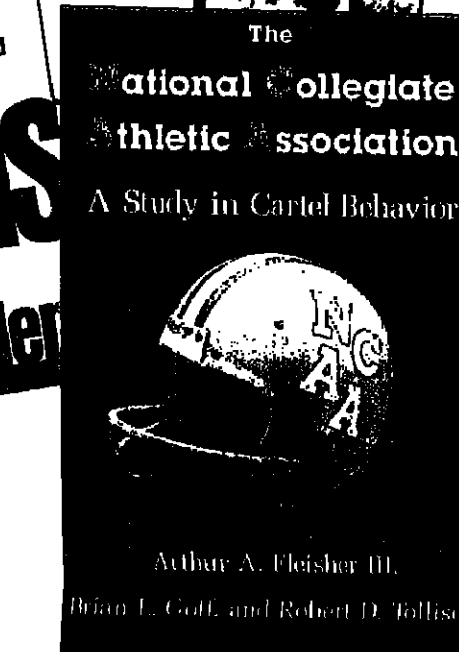
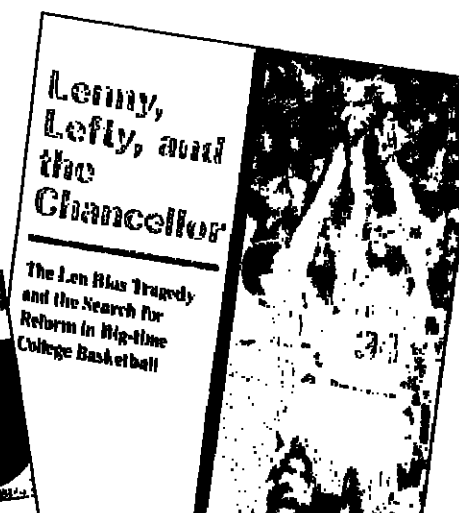
### Blame Put on 'Big Money'

The book's subtitle—*How the American Sports Establishment Is Being Driven by Greed and Hypocrisy—and What Needs to Be Done About It*—leaves little doubt where Mr. McMillen stands.

Weaving together the work of reporters and academics alike, he takes on just about everything in American sports, criticizing the NCAA and the colleges for emphasizing the pursuit of money over academic concerns, television executives for encouraging the drift toward showing sporting



A Congressman, a journalist, and three economics professors take on college sports in these books, published this spring.



events on pay-per-view television, and the professional football and basketball leagues for depending so heavily on colleges to develop their players. To Representative McMillen, "big money" is at the core of the problems.

"Because of the massive sums of TV money at the top of the sports heap, sys-

temic abuses are seeping downward, sometimes as far down as grade school," Mr. McMillen and Mr. Coggins write.

"The greater the money at the top of the sports world, the greater the pressures at the bottom of the pile. Because the abuses are systemic and pervasive, it is not feasible to fix them piecemeal."

*Continued on Following Page*

## Feud Erupts at Appalachian State U. Over Proposal for Student Center

By DOUGLAS LEDERMAN

Students and faculty members are feuding with administrators at Appalachian State University over the proposed construction of a student center and arena.

Six students protested this month by chaining themselves to a water fountain in the chancellor's office, and faculty members and a top administrator have engaged in an increasingly shrill letter-writing campaign in local newspapers, accusing each other of spreading misinformation.

Opponents of the center say that by selecting it as one of the university's two construction priorities for a statewide bond referendum for the University of North Carolina system that may take place in November, the administration has put athletic concerns ahead of academic ones at a time of great fiscal strain. The critics want a new science building to fill the center's spot on the referendum.

### An 11,500-Seat Arena

They complain that the project, while called a "student-activities center," is primarily an 11,500-seat basketball arena that will offer little in the way of other activities; that student fees would be raised to

foot the bill for nearly \$10-million of the project's \$24.5-million cost; and that the center's construction would wipe out 12 acres of an environmental-study area in the heart of campus.

The critics also say that administrators have consistently ignored the wishes of students and faculty members, who have

voted overwhelmingly against the arena.

"The idea of building a basketball arena when academic needs aren't being met is ridiculous," said Wendy Tonker, a sophomore majoring in environmental policy, who joined the protest in the chancellor's office. "I'd have no problem if other things

*Continued on Following Page*

## Drake U. Faculty Senate Moves to Give Professors Access to the Academic Records of Athletes

By DEBRA E. BLUM

The faculty senate at Drake University adopted a resolution this month will subject the academic records of the university's athletes to more scrutiny than those of athletes at most other colleges.

Some professors at Drake praised the action as a step toward greater oversight of the athletics program, while others said the measure unfairly singled out athletes and might impinge on their right to privacy.

The resolution was endorsed by 15 of the 17 senate members who voted. It called for the annual appointment of a faculty panel to review the academic records of athletes and to make its reviews and some of the

records available to other faculty members upon request. The first five-member panel is expected to meet by the fall.

Robert D. Hariman, president of the senate, said he expected that information about athletes' courses, instructors, and credit hours would be released to any professor who requested information, although the resolution did not specify what information the panel would disclose.

The resolution stated that the name, sport, grades, grade-point average, and academic standing of individual athletes would not be disclosed.

Frank Haggard, chairman of the English

*Continued on Following Page*

## You can earn your Ed.D. without interrupting your career.

### PROGRAMS FOR HIGHER EDUCATION

The Center for the Advancement of Education offers a field-based Doctor of Education degree program that professionals can complete in three years while continuing in their careers. The program is open to those who have a completed master's degree from an accredited institution and are employed in the field of Adult Education, Higher Education, or Vocational, Technical, Occupational Education.

- Program Features**
- Offered by a regionally accredited institution
  - Leader in field-based doctoral education
  - 1700 graduates in leadership positions
  - Theory integrated with practice
  - 14 convenient U.S. locations
  - Monthly weekend classes or intensive summer sessions
  - Week-long summer institutes
  - Nationally known faculty
  - International network of professionals
  - Financial aid options

☐ YES, please send me a catalog about the Programs for Higher Education.

Name \_\_\_\_\_ (Please print)

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_

Return to: Nova University - CAE

3501 College Avenue

Fort Lauderdale, FL 33314

EE

**NOVA UNIVERSITY**

Call toll free 1-800-541-NOVA, Ext. 7380

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

## Feud Erupts at Appalachian State U. Over Plan for Student Center

*Continued From Preceding Page*  
were up to par, but we have the worst library in the UNC system."

Appalachian State administrators portray the critics as a small group of students and professors who do not represent the views of the student body or the faculty.

The activities center, the officials say, will significantly improve the lives of students and of citizens in the state's northwestern region by providing added space for graduation, cultural programs, and intramurals, among other things.

They also say that Appalachian State has been trying for several years, in vain, to win state approval for a science building and has spent \$41-million on academic buildings—and not a penny of state money on athletic-related facilities—since 1968.

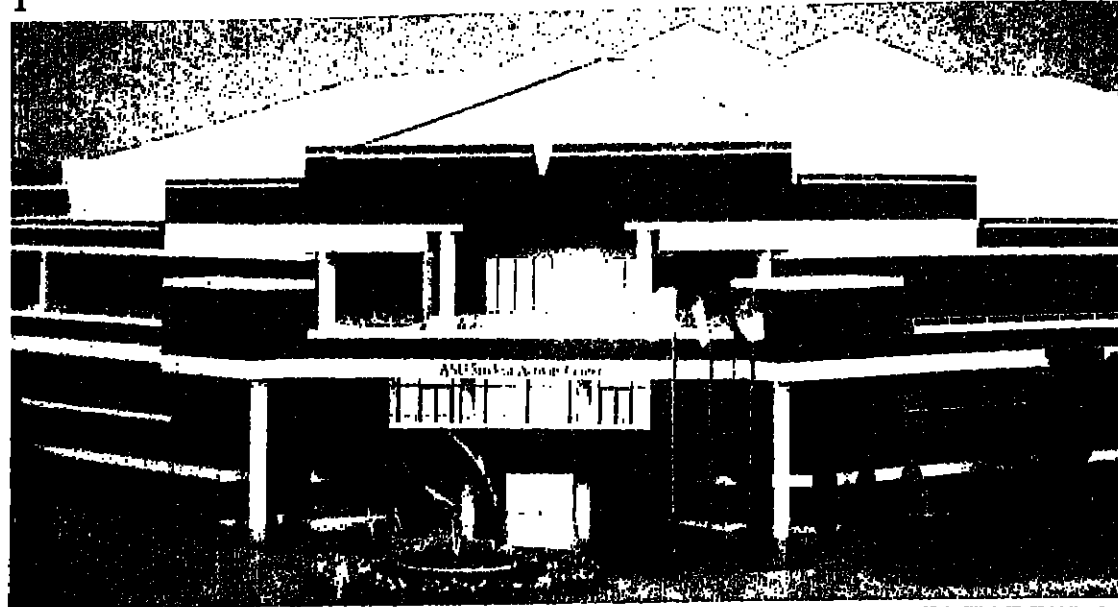
"In the 17 years I've been here, we have built 700,000 square feet of academic space," said John E. Thomas, the university's chancellor. "To be a university, you have to have activity space as well, and it's the time to do that now."

### Money for a Study

The dispute over the sports facility began in 1987, when North Carolina's General Assembly gave the university \$300,000 to study the possible renovation of its two gymnasiums. A special panel determined that the university needed more space for intramurals, convocations, and cultural programs, as well as athletics.

Renovating the existing facilities, the panel found, would cost \$12-million, while a new multipurpose facility would cost \$24-million. In July 1989, the General Assembly appropriated \$3-million in capital funds to begin work on a new activities center—although the assembly has, on two occasions, withdrawn most of the money because of state budget woes.

Meanwhile, opposition to the center built steadily. In April 1991, in a referendum in which about 15 per cent of the university's students participated, 1,025 voted to oppose the new center, while 389 endorsed it. The student govern-



An architect's model of the proposed student-activity center at Appalachian State U. Opponents say the university needs a new science building, not an athletics center.

ment, which on three previous occasions had voted to back the center, then reversed its position.

The faculty senate voted against building the facility in May 1990 and opposed the use of student-fee money to support it in May 1991.

This year, the legislature is considering a statewide bond referendum that has been pushed by the University of North Carolina system. The state system asked officials at each of its 16 public universities to recommend their priorities for projects that might be financed through the bond referendum. Appalachian State proposed two: \$8.5-million for an academic-support building and \$9.5-million to expand the student-activities center.

That has sparked a new round of intense squabbling. Professors have traded letters (and barbs) with Mark Levine, assistant vice-chancellor for university advancement, who has circulated brochures promoting the activities center.

Says Mr. Levine: "For the last few years, those few people who were against the student-activities center had *carte blanche*, and they sent out lots of stuff, much of it misleading, some of it downright lies. Their arguments do not hold water, and the university came to

the conclusion that the time had come for it to take an aggressive view and dispute the misleading information with facts."

The key issues in the dispute, and the positions of critics and administrators, are as follows:

■ **Environmental.** Opponents of the center complain that construction will destroy a 12-acre patch of woods that is part of an environmental-study area, and a group of biology professors called a "damnable lie" an assertion by Mr. Levine that science faculty members had rejected six alternative sites for the study area. Appalachian officials acknowledge that the building would "disturb a small wooded

area," but they insist that the environmental impact would be minimal and would not hurt any endangered plant or animal species.

■ **The building's services.** University officials portray the activities center as a multi-use facility that will provide space for intramurals, cultural programs such as concerts and lectures, and a unified graduation ceremony. Appalachian had to hold six separate commencements this year because of lack of space, Mr. Levine said.

"This is a community that looks to the university to be the center of its cultural activity," said Chancellor Thomas.

But faculty members and stu-

dents complain that the new building would essentially be an arena, and just that. Unlike a student center planned by the University of North Carolina at Charlotte—which will have a food court, six intramural basketball courts, a 7,000-square-foot game room, and a large weight room—Appalachian State's center will offer little in the way of facilities for other student activities, faculty critics say.

### Rallies and Lobbying

Critics of the center hope that legislators will ignore the wishes of Appalachian officials and replace the facility on the referendum with a science building. Faculty members and students are planning an eight-day bicycle tour to the state capitol in Raleigh this week, sponsoring rallies in towns along the way to promote the primacy of academics in the budgeting process.

"Grass-roots citizens speak when they're frustrated, and when their leaders, the decision makers, have not made good decisions," said Harvard Ayers, a professor of anthropology who has spearheaded opposition to the center.

Officials in the General Assembly say it is unlikely that legislators would overrule the university administration, but that does not mean the sports facility is a sure thing. Lawmakers have not decided whether they are willing to pass legislation to put a bond referendum before voters. And even if they proceed with the referendum, they might decide to limit the list of projects to those that fulfill crucial academic needs, which virtually everyone agrees would exclude the activities center.

### Athletics

## Dispatch Case

"Political correctness" is loaded for France. New York University's Center for French Civilization and Culture and a Paris publisher are sponsoring a colloquium at the Sorbonne June 3 and 4 on the controversial subject, referred to in France as "Le P.C." The conference will feature a panel of academics from the United States discussing "Political Correctness and Multiculturalism," and a round table of French intellectuals and authors offering their thoughts on how the debate has divided U.S. campuses is seen from abroad.

Tom Bishop, head of the NYU French center, is organizing the conference.

Israel's seven universities were shut down by a faculty strike for three days last week, and union leaders say they will take more serious steps if the government does not agree to negotiate a pay increase.

According to union leaders, faculty salaries have been eroded by inflation and have not kept pace with wages in other comparable professions. The Ministry of Finance rejects that claim, and says that professors have asked periodic salary increases in accordance with the existing wage agreement.

Ministry officials have accused the faculty union of trying to put pressure on the government before the June 23 national elections.

Minister of Finance Yitzhak Moda'i insists that he will not negotiate any new wage agreements until after the election.

Student leaders are split on the strike. Some student-government officials have publicly declared their support for the faculty union, but have urged it to strike only if all other efforts fail. Others have accused the union of making students the hostages in their labor dispute.

"It's true that canceling classes is their most effective weapon," said Massad Kadour, chairman of Tel Aviv University's student government, "but they should have used it only as a last resort."

High-school teachers also are involved in a wage dispute and are appealing a court injunction that prohibits them from disrupting high-school graduation examinations. Any disruption of the exam schedule could delay the plans of graduating students to attend college next fall.

Prime Minister Raahid al-Solh of Lebanon has picked an economist from the American University of Beirut to chart the war-torn country's finances.

Samir Makdesi, an economics professor at the university, was named Economy Minister. The post is a critical one. Mr. Solh's predecessor, Prime Minister Omar Karame, reportedly lost his job last month over his inability to lead Lebanon out of its post-civil war economic morass.

This month's Unesco conference in Romania on university autonomy was the highest-level academic meeting to be held in the country since World War II.

## International

### In Afghan Capital, Campus Is Dormant Even as City Revives

Mujahedin victors are in no hurry to see classes resume at Kabul U.

By JUSTIN BURKE

KABUL, AFGHANISTAN  
The Afghan capital is beginning to bustle again one month after Mujahedin rebels took power from the Communist regime and declared an Islamic government.

The situation is still tense in Kabul, as rival factions of the Mujahedin—the term means holy warrior—jockey to enhance their power. Although heavily armed rebel fighters are everywhere, a shaky cease-fire remains in effect. Shops have reopened and people—on foot and on bicycles—have begun to clog the streets again.

But one place in the city remains immobilized—Kabul University.

At the gates to the campus, Mujahedin guards, Kalashnikov rifles slung over their shoulders, are quick to say that the university is not in operation. Although no classes are being held, the large campus is open. But for the most part the place is disconcertingly still, almost eerie. Only a few people could be seen strolling among the empty buildings, or gathering in the shade of trees to hold impromptu discussions.

"We all hope the university will be allowed to reopen soon, but no one knows exactly when this will happen," said Ghulam Nabil, an engineering professor at the university. "First, we need peace."

### Closed for 3 Months

The university has been closed for three months, ever since rebel forces began their assault on the capital.

While the new Islamic government already has ordered the reopening of all schools, it does not seem to be in as big a hurry to see classes resume at the university.

*Continued on Page A34*



### Sarajevo University Faces Bleak Future in a Land Divided by Sectarian Strife

By DUSKO DODER and LOUISE BRANSON

SARAJEVO, BOSNIA-HERZEGOVINA  
Marja Babic and her family have been living underground for weeks.

The medical professor, her art-historian husband, their two children, and their small dog are holed up behind sandbags in the cellar of the family's house on Sarajevo's Tito Street. When the shelling stops, they emerge to forage for food, to walk the dog, and, in the case of Dr. Babic, a renowned eye specialist, to see patients. Her classes at the University of Sarajevo's medical school are no longer meeting, because the sectarian fighting has forced the institution to close.

Since the combat here started in early April, the university campus has been

shelled many times. Mortar shells hit the Faculty of Philosophy building. The law school was severely damaged when Serb gunners hit the nearby central post office, in the process knocking out about two-thirds of the city's telephone system. The university's natural-sciences building and its music academy were heavily damaged.

The art shop run by Dr. Babic's husband, Milan, also was destroyed by shelling.

### Searches by Serb Gunmen

The couple's son, Misha, is two examinations away from finishing law school. His sister, Mila, recently completed her first year of art studies. Misha, like his father, now lives in

*Continued on Page A34*

## Three Books Offer Glimpses Into the World of College Sports

*Continued From Preceding Page*  
ble to attempt to reform sports at only one level, such as intercollegiate competition. Failure to address the abuses at all levels will exact greater damage upon individuals, institutions, and society."

For most readers, the freshest material in *Out of Bounds* will be Mr. McMillen's recollections about his recruitment as a high-school basketball star in 1969,

when he appeared on the cover of *Sports Illustrated* under the headline "The Best High School Athlete in America." He was recruited by about 300 colleges, a process he says tore his family apart. With his own experiences as evidence, he argues that the recruitment process corrupts everyone involved in it.

### Focus on One Institution

While Mr. McMillen casts his net widely, criticizing all of American sports, C. Fraser Smith focuses on one institution, the University of Maryland at College Park. Ostensibly a tale about Leonard K. Bias, the basketball star whose cocaine-induced death shocked the sports world in 1986, *Lenny, Lefty, and the Chancellor* (Bancroft Press) is less about Bias than about how decisions get made in a big-time college program. For that reason, it may offer lessons to observers of college sports who have no more than a passing interest in the details of the Bias case itself.

Mr. Smith, a political reporter for *The Baltimore Sun*, uses the athlete's death to explore broader issues in college sports, such as the tension between filling the seats in arenas and raising academic standards, and battles of wills between coaches and academic administrators. The *Lefty* of the title is Charles (Lefty) Driesell, Bias's acerbic coach at Maryland, and the Chancellor is John B. Slaughter, then the university's chief.

Mr. Smith takes a detailed look at what went awry in the Terapin program and offers some heretofore unavailable insights, including the private thoughts of Mr. Slaughter, now president of Occidental College, who gave Mr. Smith access to his diaries from that time.

In contrast to Mr. McMillen's personal and political memoir and Mr. Smith's dogged reporting, the three economics professors who wrote *The National Collegiate Athletic Association: A Study in Cartel Behavior* (University of Chicago Press) take a more academic approach to college sports.

### Traditional Approaches

Using traditional economic approaches, the authors—Arthur A. Fleischer, III, assistant professor at Metropolitan State College (Colo.); Brian L. Goff, associate professor at Western Kentucky University; and Robert D. Tollison, professor at George Mason University's Center for the Study of Public Choice—argue that the NCAA is a classic cartel.

The association, they contend, was "established and has operated over time in the interest of the perennial college football powers." Those colleges dominate the association's administrative structure and collude, the authors argue, by setting limits on the amount of money athletes may receive, and by punishing up-and-coming colleges more harshly than they break the association's rules.

## Drake U. Resolution Could Open Athletes' Records to Faculty

*Continued From Preceding Page*  
department at Iowa State University, has been actively involved in promoting faculty participation in sports governance. He said that Drake might be the only university to offer all of its faculty members, in a formal way, the opportunity to see at least some of its athletes' academic records.

### 'The Right Direction'

Many institutions have faculty panels that oversee the academic progress of athletes, and all institutions affiliated with the National Collegiate Athletic Association must certify that their athletes have met the association's academic requirements to be eligible to play each year. But few, if any, universities allow faculty members who are not on special oversight panels access to the kind of data Drake professors may now see.

"Any movement toward disclo-

sure—which is vital to the reform of intercollegiate sports—is movement in the right direction," Mr. Haggard said.

Jon Ericson, a professor of speech at Drake, said he was pleased with the senate's action, but added that he would like to see more information available to more people. He has proposed that Drake list the athletes' courses and instructors in the university's media guides and game programs.

"The allegation across the country is that athletes—at least in such sports as football and men's basketball—are taking easy courses or take certain instructors that push them through," Mr. Ericson said. "This is a serious charge, and until everyone sees the data, we can't prove that it is or is not the case."

Some Drake professors said the senate's action might violate athletes' privacy rights, which are protected by a law passed by Con-

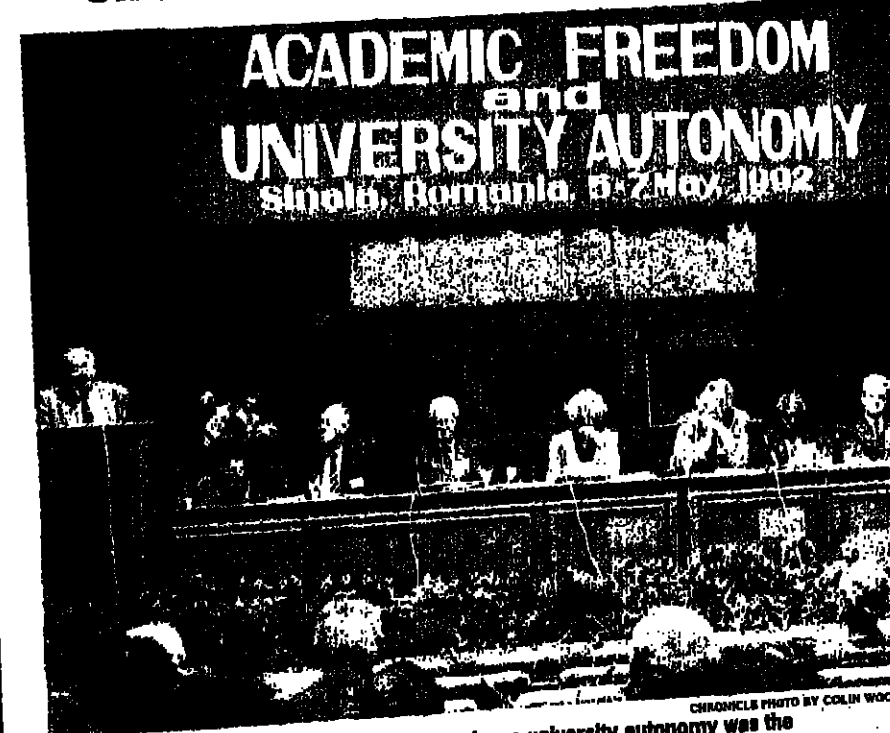
### Unfairly Singled Out

Lou Anne Simpson, a professor of business law who is Drake's faculty athletics representative to the NCAA, said she also worried that athletes were being unfairly singled out for special oversight. She said that since the dean's office already reviews the academic records of all students who may be academically at risk, the new panel's task was unnecessary and would discriminate against athletes.

"We have outstanding student-athletes who have a 4.0 and we have ones with academic difficulties," she said. "The same goes for the rest of the student population, and we should treat everyone the same way."

## Universities in Former Eastern Bloc Seek More Links With the West

By COLIN WOODARD



This month's Unesco conference in Romania on university autonomy was the highest-level academic meeting to be held in the country since World War II.

SINAI, ROMANIA  
For Romania's higher-education institutions, long isolated by the policies of the Ceausescu dictatorship, a Unesco international conference on intellectual freedom and university autonomy held here this month marked a ceremonial return to the European academic community.

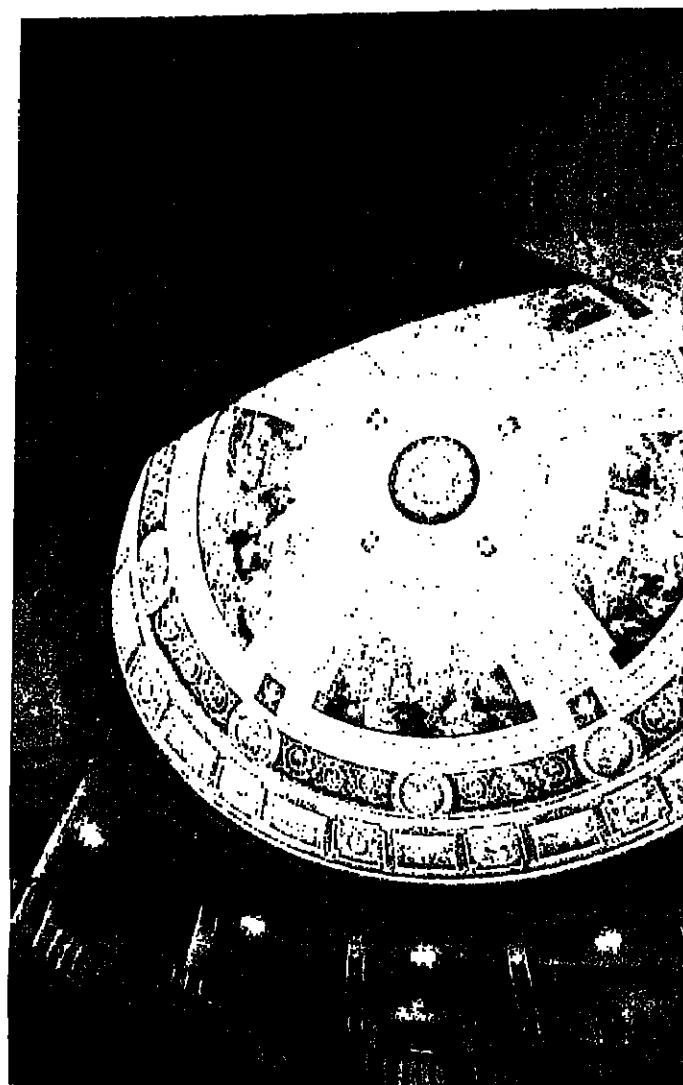
The meeting in this mountain resort was the highest-level education conference to be held in Romania since the end of World War II. Higher-education officials and academics from around the world took part in the conference, which organizers called a turning point for both the host country and the main sponsoring agency, the European Center for Higher Education.

Among the keynote speakers were Romania's President Ion Iliescu and Unesco's Director General Federico Mayor, who said that unemployment among college graduates was becoming an increasingly serious problem worldwide. The problem, he said, was caused in large part by the dramatic increase in the number of

*Continued on Page A33*



## The Chronicle: Your Window on Academe



If order cards are missing, use the form below.

### YOUR WINDOW ON ACADEME

## Special Purchase

The Chronicle of Higher Education  
P.O. Box 1955, Marion, Ohio 43305

Please enter my subscription to The Chronicle.

- ☐ Bill me \$67.50 for 49 issues (1 year).  
☐ Bill me \$37.75 for 24 issues (½ year).  
☐ Please charge my  
☐ VISA ☐ Master Card ☐ American Express

Account number \_\_\_\_\_ Expiration date \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Name \_\_\_\_\_  
 Title/Department \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

D2192

national

## Nigeria's Economic Crisis Sparks Violent Protests on Many Campuses

By STEVE ASKIN  
 Rising inflation in Nigeria triggered violent protests at the University of Lagos and other campuses last month. The unrest came after months of simmering political tensions at the country's universities.

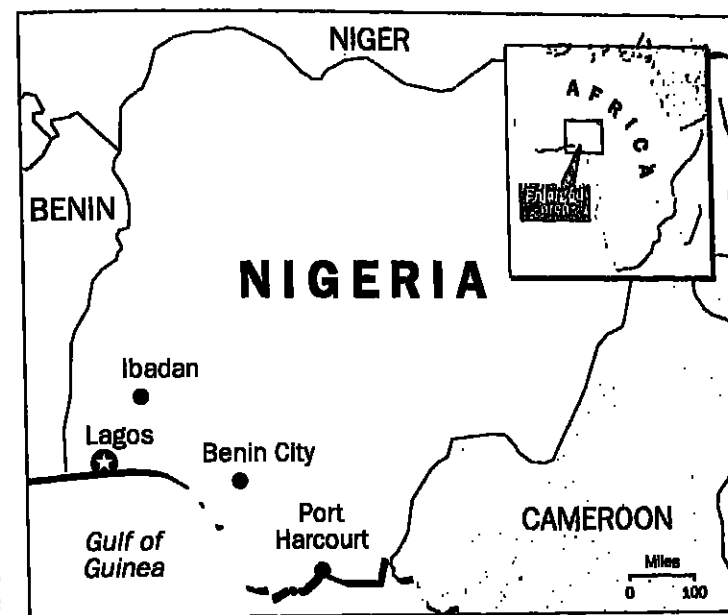
Most of southern Nigeria's campuses—the Universities of Benin, Lagos, and Port Harcourt among them—were shut down by the government, according to Julius Ihonvbere, an exiled professor and former chairman of the Academic Union at the University of Lagos.

Mr. Ihonvbere, who is currently an assistant professor of government at the University of Texas at Austin, noted that precise details of the violence on the campuses and faculty leaders had been arrested, while many others went into hiding to avoid being arrested.

### Rapid Deterioration

A spokesman for the Nigerian Embassy in Washington said he had information on the reported campus conflicts. The spokesman noted, however, that there appeared to be no direct connection between the violence on the campuses in southern Nigeria and the violence between Christians and Muslims in the northern part of the country, in which hundreds of people died in the past two weeks.

At the Washington Of-



fice of the National Nigerian Universities Commission could not be reached for comment.

The student protests began May 9 at the University of Ibadan, when demonstrators barricaded the campus, forcing the institution to close. The students told journalists that they were protesting economic austerity programs that had led to the rapid deterioration of campus facilities and educational programs.

The conflict spread to Nigeria's largest city on May 13, when students at the University of Lagos demonstrated in protest of an acute shortage of gasoline, which has led

to the doubling of public-transit fares in the oil-rich West African nation. The students' call for a two-day general strike to press their demand that the seven-year-old military government step down reportedly struck a responsive chord among the residents of poor neighborhoods in Lagos, resulting in attacks on motorists and looting of stores.

Violence also was reported at Lagos State University in one of the capital's poorest neighborhoods.

Student leaders on that campus told reporters that riot police had fired on protesters with live ammu-

nition and rubber bullets. Wale Okuniji, president of the university's Student Union, told *The Washington Post* that police had shot five students on the campus, an action that he branded "state terrorism."

The protests followed six months of intensifying conflict at universities across Nigeria.

During that period, according to a report issued in April by the human-rights group Africa Watch, the government "closed a number of universities, proscribed student unions on a number of campuses, and expelled and suspended hundreds of students without fair hearings."

The report contended that "persistent attacks on the universities" by the government had created an environment in which "the costs of university education grew, conditions continued to deteriorate on campuses, and the demand by students for meaningful university education went unmet."

### Conflict Called Inevitable

Mr. Ihonvbere said that "accelerating repression of faculty and students," combined with drastic budget cuts and runaway inflation, had made campus conflict inevitable.

"The conditions in the universities have deteriorated to such a level that it's difficult to talk about an academic system in Nigeria today," he said.

"The very best academics are

out of the country," added Mr. Ihonvbere. "The student unions have been suppressed."

The Africa Watch report said that administrators at Lagos State had closed the campus for three weeks late last year and temporarily banned the student union after the student body elected a chief executive who had "established himself as an effective force in exposing administrative ineffectiveness and in improving conditions for students."

University of Lagos students have complained at least since December about political spying and physical threats directed against their campus leaders.

### Appeals to U.S. Universities

In the United States, the Committee for Academic Freedom in Africa has appealed to American universities to provide assistance to Nigerian students displaced by violence and human-rights violations.

"Many students who were arrested in recent crackdowns are trying to find ways to get out of Nigeria," said Sylvia Federici, an assistant professor of political philosophy and international studies at Hofstra University and one of the two coordinators of the Committee for Academic Freedom in Africa.

"It is very important to make academics here see what's happening," said Ms. Federici. "to find scholarships for students who need to leave Nigeria, and provide material support for people who have been imprisoned."

## Universities in Former Eastern Bloc Seek More Contact, Cooperation With West

Continued From Page A31

University students in the past 20 years—from 28 million in 1970 to more than 61 million today, according to Unesco data.

"The most dramatic growth has been in developing countries," said Mr. Mayor. As a result, many students in those countries have migrated to the West.

The brain drain has hampered development efforts of many nations, Mr. Mayor said. From 1981 to 1987, he noted, some 100,000 African graduates left their countries to find work in industrialized nations. At the same time, more than 80,000 foreign experts were posted to sub-Saharan Africa in 1988 alone.

Countries in Eastern Europe were experiencing a similar brain drain, he noted. Unesco, he announced, will provide \$300,000 to the Russian Academy of Sciences to support its efforts to counter the problem.

"It is Unesco's intention to launch a campaign to find adequate solutions to these problems, and we hope that the European universities will assist us," said Mr. Mayor. He added that he hoped the conference would spur new connections between European universities and those in developing countries.

### Urgent and Basic Needs

For many who were here, however, the real business at hand was forging new links between universities in eastern and western Europe. The essential importance of

autonomy and academic freedom in higher education was reaffirmed time and again, but the talk in the small discussion groups and in the corridors often turned to the more urgent and basic needs of the East's universities, which are struggling with acute financial difficulties, isolation, and a shortage of up-to-date research resources and facilities.

"East European universities need overseas contacts to rejoin

**"We need to talk about what we are going to do to help the East European institutions, because they are in a very difficult situation."**

the European space," said V. N. Constantinescu, president of the National Rector's Conference of Romania. University development in the region stopped around 1947, he said, and now "the problem is how to jump from 1947 to 1992."

He added that universities in western Europe could provide assistance most effectively by offering fellowships for eastern Europe's junior faculty members, and visiting professorships for senior ones.

During one discussion, Vadim Kokorev, a Moscow State University economics professor, made an appeal for assistance to his threatened institution. "I hope Unesco

and my Western colleagues here will help us," he said. "Support us today by investing in the Russian intellectual tomorrow, and we will support you in future years."

Said Peter Fischer-Appelt, president emeritus of the University of Hamburg: "The dramatic needs of these universities are far away from these discussions we are having now."

Mr. Fischer-Appelt now serves as president of the Sofia-based Saints Cyril and Methodius Foundation, a non-profit agency that channels international aid to organizations involved in building democracy in eastern Europe. He also spoke of the need to set up a Western consortium to coordinate aid and delegate responsibility for assisting universities in member nations of the Commonwealth of Independent States. "Otherwise everyone goes to Moscow, or Leningrad, or maybe Kiev, but never elsewhere," he said.

"For once we need to sit down and talk about what we are going to do to help the East European institutions, because they are in a very difficult situation."

The meeting here represented a coordinated effort between the European Center for Higher Education, known as CEPES for its initials in French, the National Rector's Conference of Romania, the Council of Europe, and the Standing Conference of European Rectors.

The conference coincided with the 20th anniversary of CEPES, which describes itself as the first intergovernmental organization to

be based in Eastern Europe. It was founded in Bucharest by Unesco in 1972, at the end of the Ceausescu regime's more benign period. The organization was forced to contend with many of the problems faced by Romanian universities, including government interference, extremely poor mail and telecommunication systems, power rationing, blackouts, and acute shortages of basic goods. Toward the end of his rule, Ceausescu often closed border crossings without warning or explanation. The situation for Romania's academics was more extreme—contact with foreigners was forcefully discouraged.

### Hardships Under Ceausescu

"It was very radical in the last years," recalled the director of CEPES, Carin Berg. "University professors were not allowed to leave the country during the academic term, and at other times they were often denied exit visas. All sorts of restrictions existed"—which, she said, enforced a complete separation from higher education in the rest of the world.

With the collapse of communism in Romania and the rest of Eastern Europe, Ms. Berg said she hoped CEPES could now play a greater role in forging a truly pan-European university community and in bringing together universities from all corners of Europe and beyond.

"There is a new context," she said, "both in terms of the political situation and also the Western actors on the higher-education scene."

## A DIRECT INVESTMENT IN QUALITY

Take the first step in upgrading your dining program by calling an industry leader. We set the standard by offering our clients:

- Effective marketing
- Exquisite catering
- Flexible meal plans
- Customized menus
- Increased satisfaction

Call Us Now.



1-800-232-6786

LEARN A  
**LANGUAGE**  
 IN YOUR CAR  
**The Pimsleur**  
 Tapes  
 800-222-5860  
 FAX 508-371-2935  
 25 Lexington Road,  
 Concord, Mass. 01733 USA

**BLACK RESOURCE GUIDE**  
 "A National Black Directory"  
 1990-91 edition, cloth. ISBN  
 0-9608374-7-7. Gives immediate access  
 to 4,000 key blacks in the U.S. Send  
 \$30 to: Black Resource Guide, 501  
 Oneida Place NW, Washington, DC  
 20011. (202) 291-4373.

## Bitter Sectarian Conflict Forces Sarajevo's University to Close

Continued From Page A31

daily fear of being discovered and forced into the Serbian federal army. Serb gunmen have been moving from house to house, searching for guns and for young men to join them. Posters have gone up ordering all Serb men to report for duty.

### Diving for Cover

Only Dr. Babic has refused to stay in the family's subterranean prison. She argues that her patients need her. She has been traveling three times a week—by ambulance—to the hospital in the Serb-controlled suburb of Ildiza. But in recent weeks Ildiza has seen some of the worst fighting, so she has relocated to Kosovo Hospital, which is affiliated with the medical school. It is located in northern suburbs now held by Muslims, who make up 45 per cent of Bosnia's population. More than once she has had to dive for cover. Her ambulance must cross sectarian checkpoints, where she is often forced out at gunpoint and searched.

Like many other Serbs, the Babics refused a call by Serb nationalist leaders in early April to leave Sarajevo and move to Pale, a mountain settlement outside the city that is the seat of a new Serbian Republic of Bosnia-Herzegovina. The family simply refused to believe that sectarian carnage in Sarajevo was possible, despite its

combustible mix of religions and nationalities.

Other university staff members did move to Pale and have assumed leading positions in the government of the new Serbian Bosnia-Herzegovina. Aleksa Buh, a professor of philosophy at the university, is foreign minister. Nikola Koljivic, a Shakespeare scholar, is president of Parliament.

At the outset of the fighting, the U.S. Embassy in Belgrade re-

**"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo."**

ceived phone calls from many Muslim academics in Bosnia inquiring about the possibility of going to the United States. But such calls have stopped.

The breakdown in telephone communications has made it extremely difficult to learn the whereabouts of many of the university's faculty members. Harry Miller, an American who teaches mathematics at the university, and his wife, Naza Tanovic-Miller, reported early this month that their home had been hit by shelling and that they

were hiding in its basement. U.S. consular officials said last week that they had not heard from the couple in at least two weeks.

It is now virtually impossible to move about Sarajevo, where snipers aim at anyone who ventures out. Even the occasional car careering down a street attracts bursts of machine-gun fire.

### More Than 700,000 Refugees

Why the Babic family is staying on in the city, hiding in the bowels of their house, even they cannot fully explain. But they do say they do not want to become refugees, they do not want to leave the city they have lived in all their lives.

Vast numbers of others, however, decided that they had no choice. More than 700,000 refugees have fled their homes in Bosnia in the past month.

Last week the Babics got an extra reason to worry: Muslims set up machine-gun nests in the textile shop next door. Now the family rarely ventures up into its first-floor apartment, where all the windows have been blown out. By some miracle the electricity works, and the Babics are still in part living off the food in the freezer of a neighbor, who was out of town when the trouble began but phoned to tell them to take the food. He had left a spare key with them. Small matter that they are Serbs and he is Muslim. They had been neighbors all their lives.

But food supplies in the city are dwindling. The only thing for sale last week at the deserted stalls of the central market were nettles.

Only a miracle can save Sarajevo, a once lovely mountain city where the 1984 Winter Olympics were held. Serb forces seem determined to destroy it—one-third of the city is in ruins already.

In Sarajevo, the Muslims have always been dominant. They feel it is their capital and the center of the new nation of Bosnia-Herzegovina. Without Sarajevo, the Muslims lose some of their identity, and it becomes easier for Serbia and Croatia to carve Bosnia up, as each wants to do. Though Serbs make up only 31 per cent of Bosnia's 4.3 million people, they claim 65 per cent of its land. Croatia, too, has forces fighting in Bosnia, as it tries to claim large parts of the republic.

### Psychological Divisions

Even if parts of Sarajevo remain standing, the Babics and other Serbs could never live here as they did before. The fighting has driven psychological divisions between the three nationalities—Serbs, Croats, and Muslims—who used to live here in harmony.

More grim news came last week, when European Community observers, Red Cross workers, and United Nations officials pulled out of the war-torn city, condemning the "anarchy" and "criminality" that made it too dangerous for them to do their jobs.

As for Sarajevo's university, observers say the outlook is bleak. "The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo," said a Western diplomat who follows higher education in what was Yugoslavia. "It has ended any hope that the university could be rebuilt any time soon."

## Afghanistan's Leaders in No Hurry to Resume Classes at Kabul U.

Continued From Page A31

ty. One reason, several people on the campus said, is that many professors and students are not likely to embrace wholeheartedly the Islamic style of the Mujahedins. The issue of just how religious the post-Communist state should be is one that divides the rebel factions, at least one of which adheres to a staunchly fundamentalist approach to Islam.

The new government has moved quickly to try to re-establish Islamic beliefs and behavior in a country in which adherence to religious custom was eroded by 14 years of Communist rule. Alcohol has been banned. Women have been required to dress in ways that cover most of their bodies.

Such changes have been received cautiously by the university community, said several professors, all of whom declined to give their names because of their fear of reprisals. Many openly declared a personal orientation to the West.

### Major Changes Likely

When the government does finally decide to reopen the university, there is little doubt that the curriculum will be subjected to major changes, several professors said. A new emphasis on Islamic studies and the complete elimination of Marxist studies are among the

changes the government will make first, they said.

"There is nothing wrong with that—it is natural because we are an Islamic country," said Shari Shah, a 20-year-old political-science student at the university.

But some academics are concerned that, under the new government, the tenets of Islam might be heavily relied upon to determine the content of courses, just as Marxism dominated higher education during the Communists' years in power.

Some professors, such as Mr. Nabi, said it was too early to make any predictions. A clear indication of the university's future direction will come when the government appoints a rector for the institution, said Mr. Nabi, who was educated in the United States and spoke in English.

"We hope a mullah will not be appointed, because we need an academic," he said. "A mullah is a very learned man, but only in a clerical way."

A mullah is a Muslim religious teacher or leader.

Mr. Nabi said he and other academics would resist any attempt to impose Islamic fundamentalism on the university.

"I'm not going to dress in traditional clothes," he said. "I will continue to wear suits."

## CONFERENCES

### 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

OCTOBER 1-3, 1992  
Orlando, Florida

#### PARTICIPATING ORGANIZATIONS:

American Council on Education • Nat'l Interfraternity Conference • The Safe Schools Coalition, Inc. • American College Health Association • American College Personnel Association • Nat'l Association of Women Educators • Nat'l Organization for Victim Assistance • College Stores Research and Educational Foundation: For Safety's Sake • Nat'l Association of Student Personnel Administrators • American Association of Colleges in Community and Junior Colleges • International Association of Campus Law Enforcement Administrators • National Panhellenic Conference

Twin Towers Hotel and Conference Center  
5780 Major Boulevard, Orlando, FL 32819

Conference Co-chairs	Attendance Limited	Special Events
Bernice Sandler, Ph.D., Women's Policy Studies	Early pre-registration by 8/1/92 \$275.00	College President's Panel
Alan McVey, Ph.D., Wittenberg University	Early student registration by 8/1/92 175.00	Student Victims Speak Out
Speakers include:	Late registration 350.00	Victims' Rights
Nancy Ziegenmeyer		Reconsidered
Mary Koss, Ph.D.		The Alcohol-Rape Connection
Allen Adams, LLB		Legal and Enforcement Issues
Barry Burkhart, Ph.D.		Campus Security Panel
Marlene Young, Ph.D.		Rape Crisis Centers: Their Needs
Carol Bohmer, Ph.D., LL.M.		Sharing Pair of Campus Programs
Andrea Parrot, Ph.D.		Research Update
Gail Abartini		Offstage Theatre
And 78 More Speakers		Teaching Resources

Call for details  
1-800-537-4903

International

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Steven S. Koblik  
Reed College



Max J. Keck  
Xavier University  
(Ohio)



Richard A. Nigro  
Philadelphia College  
of Textiles and Science



Robert L. Trinchero  
California State U.  
at Hayward



Richard B. Goetze, Jr.  
College of Aeronautics



Susan Florito  
American Collegiate  
Retailing Association

Ngina Lythcott  
Swarthmore College

■ **New college and university chief executives:** College of Aeronautics, Richard B. Goetze, Jr.; Gordon College (Mass.), R. Judson Carlberg; Reed College, Steven S. Koblik; Rochester Institute of Technology, Albert J. Simone; Tufts University, John DiBiaggio; University of Osteopathic Medicine and Health Sciences, Keith D. Blayney.

■ **Other new chief executive:** National Academy Foundation, John Dow, Jr.

## Appointments, Resignations

Patrik Allen, member of the English faculty at Union College (N.Y.), to director of educational studies.

Douglas M. Asch, dean of the college at Clark U. (Mass.), to vice-president for academic affairs at Siena College.

Kenneth R. Bain, director of the Center for Teaching at Vanderbilt U., to director of the Center for Effective Teaching at Northwestern U.

David Baltimore, former president of Rockefeller U., to director of biology at Massachusetts Institute of Technology in the spring of 1994.

Keith D. Blayney, former dean of the school of health-related professions at U. of Alabama, to chancellor of U. of Osteopathic Medicine and Health Sciences (Iowa), effective July 1.

James R. Campbell, director of finance and business manager at Brooklyn College, to vice-president for financial management at State U. of New York College at Cortland.

R. Judson Carlberg, senior vice-president for development at Gordon College (Mass.), to president.

Rick L. Chaney, chairman of economics at Saint Louis U., to vice-president and academic dean of the university's campus in Madrid, Spain.

Joyce D. Clark, acting associate dean of students at Princeton U., to associate dean.

Larry F. Cline, dean of the division of business and industrial technology at Tyler Junior College, to vice-president for academic and student affairs at Sumner Area Technical College.

John DiBiaggio, president of Michigan State U., to president of Tufts U.

Gorman L. Dunett, director of the library at Hiram College, to dean of the library at John Carroll U.

Denise Fogel, professor of English and associate dean of the graduate school at Louisiana State U., to dean of the graduate school.

Cynthia M. Freund, interim dean of the school of nursing at U. of North Carolina at Chapel Hill, to dean.

Michael L. Friedland, professor of clinical medicine at New York Medical College, to professor of medicine and dean of the clinical campus at Binghamton of State U. of New York.

hamton of State U. of New York Health Science Center at Syracuse.

Stefan H. Giese, dean of the school of forestry at U. of Montana, has announced his retirement, effective in June 1993.

Gerald H. Gird, professor of secondary education at Western Oregon State College, to dean of the school of education.

Richard B. Goetze, Jr., former professor of aeronautics at Naval War College, to president of College of Aeronautics.

Cynthia Green, dean of students at St. Andrews Presbyterian College, to vice-president for campus life and dean of students at Converse College.

Susan Hickey, dean of students at Loyola College in Maryland, also to vice-president for student development.

Ronald G. Hyde, executive assistant to the president for development and university relations at Brigham Young U., to vice-president for advancement.

Colleen Jennings-Boehm, director of programs for the Hopkins Center at Dartmouth College, to director of public events at Arizona State U.

Max J. Keck, academic vice-president at Rockhurst College, to dean of the colleges of arts and sciences at Xavier U. (Ohio). Continued on Following Page



## CONFERENCES, CALLS FOR PAPERS

## CALL FOR PAPERS

**6th Annual  
International Conference for Women  
in Higher Education**  
Westin Paso Del Norte, El Paso  
January 7 - 9, 1993

The purpose of this international conference is to provide a forum for discussion of issues relevant to women in higher education. Women faculty, students and administrators will exchange research and ideas with colleagues from all over the U.S. and abroad.

The conference planning and proposal review committee is soliciting papers from interested individuals in such areas as Equity Issues - Women in Their Disciplines - Women's Roles in Higher Education - Support Systems - Career Mobility - Minority Women - Networking - The Future and any other areas of interest for women in higher education. Special attention will be given to papers presenting the International Perspective on the selected topic.

Submit 300-500 word abstract and 25-50 word summary of paper by October 15, 1992.

To: Dr. Sandra Beyer, Director • Women's Studies Programs  
University of Texas at El Paso • El Paso, Texas 79968  
915-747-5200

## INTERNATIONAL PEACE AND SECURITY

### Research Workshop Competition

The Social Science Research Council Committee on International Peace and Security announces a competition for grants to support small, topical workshops. These grants of up to \$5,000 are available for workshops on topics that test established assumptions about peace and security. Workshops permit small groups of junior faculty members and other junior scholars to meet for two or three days of intensive discussions of a specific topic. Workshops must involve papers. Workshops are expected to lead to further collaboration, and preferably the publication of research findings.

Workshops must be initiated by individual recipients of SSRC-MacArthur Foundation Fellowships in International Peace and Security (past and present), MacArthur Foundation Grants for Research and Writing, MacArthur Collaborative Studies Grants, or any other direct or indirect grant from the MacArthur Program on International Peace and Cooperation. For more information contact: The Program on International Peace and Security, SSRC, 605 Third Ave., New York, NY 10158 USA. (212) 661-0280. FAX: (212) 370-7896. Deadline: September 15, 1992.

## THE COLLEGE BOARD ANNOUNCES TWO SUMMER INSTITUTES on College Admissions and School Relations

UNIVERSITY OF CALIFORNIA, SANTA CRUZ  
Santa Cruz, California • July 19-24, 1992

for  
New Admissions/School Relations Personnel

and  
COLORADO COLLEGE  
Colorado Springs, Colorado • July 26-31, 1992

for  
New Admissions/School Relations Personnel  
and Experienced High School Counselors

Additional information and registration materials are available from:  
Kris Zavall  
The College Board  
2099 Gateway Place, Suite 480  
San Jose, CA 95110-1017 • (408) 452-1400

## Gazette

Continued From Preceding Page

Ray A. Kemper, acting vice-president for university relations at Old Dominion U., to vice president.  
C. William Kern, professor of chemistry at Ohio State U., to vice-president for research and dean of the graduate school at Northwestern U.  
Khald Khan, assistant dean of the school of engineering at U. of Portland, to associate dean.

Steven S. Koblitz, dean of the faculty and professor of history at Scripps College, to president of Reed College, effective in August.

Laurence H. Lattman, president of New Mexico Institute of Mining and Technology, has announced his retirement, effective in June 1993.

Robert A. Layton, director of finance and operations at Nelson Gallery Foundation (Kansas City, Mo.), to chief financial officer at Rockhurst College.

Harvey S. Lewis, associate dean of the college of business administration at U. of Central Florida, to dean of the college of business and industry at Mississippi State U.

Karl Lombay, associate professor of educational administration at State U. of New York at Buffalo, to chairman of administrative and foundational services in the college of education at Louisiana State U.

Mark Luter, chief information officer and professor of computer science at U. of Minnesota at Duluth, to director of the Division of Information Technology at U. of Wisconsin at Madison.

Melina Lythcott, senior associate dean of the college at Dartmouth College, to dean of the college at Swarthmore College, effective in September.

Stephen B. Mac, acting vice-president for graduate studies and research at U. of Maryland at Baltimore, to dean of the graduate school and vice-president for research at Hahnemann U.

John McCallum, chair of economics at McGill U., to dean of the faculty of arts.

Vincent A. McCarthy, dean of the college of arts and sciences at Saint Joseph's U. (Pa.), to provost and dean of faculty.

Marvin K. Moss, associate vice-chancellor for marine sciences at U. of California at San Diego, to provost and vice-chancellor for academic affairs at U. of North Carolina at Wilmington.

Richard A. Nigro, acting vice-president for academic affairs at Philadelphia College of Textiles and Science, to vice-president for academic affairs and dean of the faculty.

William J. Nunez, III, dean of liberal arts and sciences at Missouri Western State College, to vice-chancellor for academic affairs at Indiana U. at Kokomo.

Patricia M. Paez, comptroller at Stewart Holding Company (Seattle), to business manager at Cornish College of the Arts.

William M. Richardson, professor of vocational education and associate dean of the college of agriculture at Louisiana State U., to dean.

J. Harvey Saunders, president of Westminster College (Mo.), has announced his resignation, effective June 30.

Albert J. Simons, president of U. of Hawaii, to president of Rochester Institute of Technology, effective September 1.

Kath D. Smith, director of the Educational Opportunity Program at State U. of New York College at Plattsburgh, to director of the Educational Opportunity Program at State U. of New York College at Cortland.

Gordon D. Soenksen, associate dean for external affairs in the school of business at Duke U., to vice-president for institutional advancement at Guilford College.

Michael M. Strickler, director of sports information at Virginia Military Institute, to public-relations director, effective July 1.

Robert L. Tinschore, acting associate vice-president for admissions and enrollment services at California State U. at Hayward, to director of university relations and development.

Ben J. Tuohi, vice-chancellor for business and finance at U. of North Carolina at Chapel Hill, to senior vice-chancellor for business and finance at U. of Pittsburgh.

Joan Utz, associate dean of academic affairs at U. of North Carolina at Chapel Hill, to dean of nursing at U. of Tennessee at Knoxville.

Edward J. Valone, dean of language arts and learning resources at Skyline College, to dean of instruction at College of Alameda.

Frank Virelo, dean of the school of arts and sciences at Harrisburg Area Community College, to academic dean.

John Wallace, professor of philosophy at U. of Minnesota, to dean of cooperative education at Antioch College.

Lawrence M. Weber, president of Ketchum Inc. (Pittsburgh), to vice-chancellor for development and alumni relations at U. of Pittsburgh.

Morton G. Wolf, chancellor of U. of Illinois at Urbana-Champaign, has announced his resignation, effective July 1, 1993.

Wayne Wilke, associate professor of religion and theology, coordinator of pre-seminary education, and chair of religion and philosophy at Concordia College (Mich.), to academic dean.

Frank R. Wilson, dean of graduate studies and research at U. of New Brunswick, to vice-president for research and international cooperation.

Gene G. Wubbels, professor of chemistry at Grinnell College, to dean of the college and provost at Washington College (Md.).

**IN THE ASSOCIATIONS**  
Susan Florio, assistant professor of clothing, textiles, and merchandising at Florida State U., has been elected president of American Collegiate Retailing Association.

David J. Greenwood, director of the center for international studies at Cornell U., has been elected president of Association of International Education Administrators.

Jerry D. Wilcox, director of the office of international students and scholars at Cornell U., has been elected president of National Association of Foreign Student Advisors.

**MISCELLANY**  
John Dow, Jr., superintendent of schools in New Haven, Conn., to president of National Academy Foundation.

Henry Hirschberg, president of the International Publishing Group of Simon & Schuster, to president of the company's Higher Education Group.

Mark S. Neustadt, director of continuing studies at Maryland Institute College of Art, to account manager at North Charles Street Design Organization.

Sean C. Solomon, professor of geophysics at Massachusetts Institute of Technology, to director of the department of terrestrial magnetism at Carnegie Institution of Washington.

**Deaths**  
Herbert Albrecht, 81, former president of North Dakota State U., May 9 in South Boston, Va.

Claude D. Dicks, 76, former professor of religion at Pensacola Junior College, May 10 in Pensacola, Fla.

Herbert Kolesky, 75, former professor of physics at U. of May 9 in Providence, R.I.

Lorance G. Kruse, 78, associate professor emeritus of nursing at Ohio State U., May 9 in Washington, D.C.

Norman D. Manfield, 57, former associate director for research services at National Institutes of Health, May 13 in Potomac, Md.

Frank S. Nagel, III, 44, director of alumni development at Emerson College, May 4 in Cambridge, Mass.

Albert Parry, 91, professor emeritus of Russian civilization and language at Colgate U., May 4 in Los Angeles.

William L. Thorp, 92, professor emeritus of economics at Amherst College, May 10 in Pelham, Mass.

Charles Walker, 56, former chancellor of U. of Arkansas at Little Rock, May 16 in Little Rock, Ark.

**Coming Events**  
A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

**2-3: Grantsmanship.** "The Dynamic Grants Office: How to Lead Your Organization to Grantwinning Success," seminar, Capitol Publications Inc., Sheraton Colony Square Hotel, Atlanta, Contact: DOBA, Suite 248, 2604 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

**2-3: Fund raising.** "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis, Ind. 46202-3162; (317) 274-7061, fax (317) 684-8900.

**2-3: Learning.** "Defining the Role of the Learning Lab," conference, International Association for Learning Laboratories, University of Kansas, Lawrence, Kan. Contact: John Hay, Director, Geringer Academic Resource Center, University of Kansas, Wescoe Hall, Lawrence, Kan. 66045. Contact: (913) 864-4759. BITNET: HUYE@UKNVAX.

**2-5: Phenomenology and Literature.** "Allegory Old and New: Creativity and Continuity in Culture," conference, International Society for Phenomenology and Literature, Luxembourg. Contact: A.-T. Tymieniecka, World Phenomenology Institute, 348 Payson Road, Belmont, Mass. 02178.

**2-5: Student personnel.** "Student Employment: Making It to the Winner's Circle," annual conference, Midwest Association of Student Employment Administrators, Louisville, Ky. Contact: Viki Ford, Stivers, University of Kentucky, 252 East Maxwell Street, Lexington, Ky. 40508-2613; (606) 251-1843.

**2-7: Conservation.** Annual meeting, American Institute for Conservation of Historic and Artistic Works, Buffalo, N.Y. Contact: AIC, 1400 16th Street, N.W., Suite 340, Washington 20036; (202) 232-6636, fax (202) 232-6630.

**2-8: Fund raising.** "The Fund Raising School: Fund Raising With Limited Budgets," Indiana University, White Plains, N.Y. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7061, fax (317) 684-8900.

**2-8: Faculty development.** "Creating Climates for Learning," workshop, Council of Independent Colleges, Omaha. Contact: Mary Ann Rehms, Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

**2-8: General education.** "Learning and Teaching for the 21st Century: Mastering the Skills of the Future," conference, Community College General Education Association and Suffolk Community College, Haverhill, Mass. Contact: Ina Casali or Debra Klein, Suffolk Community College, Speech-Riverhead Road, Riverhead, N.Y. 11901; (516) 548-2379.

**2-8: International issues.** "The Challenges of Building a World-Class Workforce: Europe vs. America," Dirigo Institute for Technical and Community Colleges, Maine Technical College System, Black Point Inn, Scarborough, Me. Contact: Marjorie Schools, (207) 289-1070, fax (207) 289-1037.

**2-8: Engineering and minorities.** "From 92: Breakthroughs, Benchmarks, Best Practices," National Action Council for Minorities in Engineering, Hotel Intercontinental, New Orleans. Contact: NACME, Three West 38th Street, New York 10018-2381; (212) 629-5178.

**2-8: Fund raising.** "Strategic Fund Raising: How to Involve Your Board, Advocates, and Staff in Fund Development," seminar, David G. Bauer Associates, Sheraton Colony Square Hotel, Atlanta. Contact: DOBA, Suite 248, 2604 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

**2-8: Gender issues.** "Gender Paradoxes on Campus," conference, Skidmore College and other sponsors, Saratoga Springs, N.Y. Contact: John M. Shaw, Director, Skidmore/Four Winds Program, Skidmore College, Saratoga Springs, N.Y. 12866; (518) 584-5000, ext. 2767.

**2-8: Zora Neale Hurston Society.** National conference, Zora Neale Hurston Society, Stouffer Harborplace Hotel, Baltimore. Contact: Ruthie T. Scuffery, (301) 319-3435.

**4-7: College unions.** "College Union Renovation and Construction Seminar," Association of College Unions, N.Y. Contact: Marsha Herman-Betz, ACU, 400 East Seventh Street, Bloomington, Ind. 47405; (812) 332-8017.

**4-7: Literature.** International Conference on the Short Story in English, University of Northern Iowa, Cedar Falls, Iowa. Contact: Barbara Langer, Department of English, University of Northern Iowa, Cedar Falls, Iowa 50614; (319) 268-0392.

**4-7: Management.** "Activating Learning in Quality Management in Education," conference, National Council of State and other sponsors, Radisson Plaza Hotel, Alexandria, Va. Contact: NCS, 402 Huntington Hall, Syracuse, N.Y. 13244-2346; (315) 443-4167, fax (315) 443-5732.

**5: Counseling.** "Ethical and Professional Issues for Counseling Counselors and Gender Diverse University of Massachusetts, Lowell. Contact: (617) 955-3316.

**5: Policy implications of the 1990s.** "Policy Implications of the 1990s: A National Symposium," conference, University of Massachusetts, Lowell. Contact: David Pfeiffer, Department of Public Management, U. of Massachusetts, Boston 02108; (617) 552-8316.

**5: American Plus.** "American Plus: Toward a History of the Discipline," conference, State University of New York, Stony Brook, N.Y. Contact: Alfred S. Janes, Office of Special Programs, State University of New York, Stony Brook, N.Y. 11794-3500; (516) 632-7000, fax (516) 632-3843.

**5: Improving Math and Science Teaching.** workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lemire, Coordinator for Educational Life, Pratt Community College, Pratt, Kan. 67124; (316) 672-3843.

**5: Women and Society.** conference, Marist College, Poughkeepsie, N.Y. Contact: J. A. Fontaine, N.Y. 12601-1387; (914) 526-2234 or Sue Lawrence, (914) 526-2237.

**5: Extending the Role of the Teacher.** "Extending the Role of the Teacher," conference, Council for the Advancement and Support of Education, Back Bay Hilton Hotel, Boston. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**5-11: Personnel.** "College-Teacher Interview," workshop, SRI Gallup, Lincoln, Neb. Contact: Cheryl T. Benner, Vice-President for Higher Education, SRI Gallup, 301 68th Street, Lincoln, Neb. 68510; (402) 288-8392.

**5-11: Adult students.** "100 Ways to Better Serve Adult Students," seminar, College Board, Marriott Hotel, Side Hotel, New York. Contact: Elena K. Morris, Office of Adult Learning Services, College Board, 45 Columbus Avenue, New York 10021; (212) 713-8101.

**5-11: Computers.** International conference on intelligent tutoring systems, Association for Computing Machinery and other sponsors, Montreal. Contact: Claude Franson, University of Montreal, 2900 Boulevard Edouard-Montpetit, Department 100, Montreal H3T 1J4; (514) 343-7019.

**5-11: Fund raising.** "The Fund Raising School: Interpersonal Skills for Fund Raising," conference, Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7061, fax (317) 684-8900.

**5-11: Higher education.** Seminar for new deans, Council of Colleges of Arts and Sciences, College of William and Mary, Williamsburg, Va. Contact: Richard J. Hopkins, Executive Director, CCAS, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

**5-11: Freshman-year experience.** "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Worcester, Mass. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

**5-11: Information.** "Information Sharing Across the Land," regional conference, Conference Board, Fairmont Hotel, San Francisco. Contact: Conference Board, 845 Third Avenue, New York 10022; (212) 759-0900, fax (212) 980-7014.

**5-11: Fund raising.** "Marketing and So-Phisticated Major Planned Gifts," workshop, Council for Advancement and Support of Education, Back Bay Hilton Hotel, Boston. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**5-11: Activating Learning in Quality Management in Education.** conference, National Council of State and other sponsors, Radisson Plaza Hotel, Alexandria, Va. Contact: NCS, 402 Huntington Hall, Syracuse, N.Y. 13244-2346; (315) 443-4167, fax (315) 443-5732.

**5: Engineering.** "Offshore Mechanical Engineering Conference," American Society of Mechanical Engineers, Ballinger Hotel, Calgary, Alberta. Contact: ASME, 345 East 47th Street, New York 10017; (212) 705-7740.

**5-11: Technology.** "Institute on the Management of Information Technology in Higher Education," conference, Boulder, Colo. Contact: CASE, Suite 302E, 4840 Pearl East Circle, Boulder, Colo. 80301; (303) 449-4430.

**5-19: Continuing education.** Institute for the Management of Lifelong Education, Harvard University, Cambridge, Mass. Contact: Patricia Teti, M.Ed., 339B Outman Library, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-3572, fax (617) 496-8051.

**5: Management.** "Total Quality Management: Executive Seminar," QSystems Inc., Chicago. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

**5-12: Computers.** "Mathematical Across the Curriculum: Mathematics," workshop, Vanderbilt University, Nashville. Contact: "Mathematical" Workshops, Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.

**5-12: International issues.** "Integration and Disintegration: The Breakup of the U.S.S.R., Integration in Europe, and the Changing International Order," institute, Five College Program in Peace and World Security Studies, Hampshire College, Amherst, Mass. Contact: M. Kiare, PAVWS, Box SS, Hampshire College, Amherst, Mass. 01002.

**5-12: Law.** "Mississippi Institute on Law-Related Education," University of Southern Mississippi, Hattiesburg, Miss. Contact: Margaret D. Smith, (601) 266-5546.

**5-12: Computers.** "Academic Computing Conference," International Business Machines Corporation, Sheraton Harbor Island Hotel, San Diego. Contact: Bob Jones, IBM Corporation, 472 Wheelers Farm Road, Milford, Conn. 06460; (203) 783-7841.

**5-12: Fund raising.** "Introduction to Planned Giving," workshop, Council for Advancement and Support of Education, Back Bay Hilton Hotel, Boston. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**5-12: Personnel.** "College-Teacher Interview," workshop, SRI Gallup, Lincoln, Neb. Contact: Cheryl T. Benner, Vice-President for Higher Education, SRI Gallup, 301 68th Street, Lincoln, Neb. 68510; (402) 288-8392.

**5-12: Adult students.** "100 Ways to Better Serve Adult Students," seminar, College Board, Marriott Hotel, Side Hotel, New York. Contact: Elena K. Morris, Office of Adult Learning Services, College Board, 45 Columbus Avenue, New York 10021; (212) 713-8101.

**5-12: Computers.** International conference on intelligent tutoring systems, Association for Computing Machinery and other sponsors, Montreal. Contact: Claude Franson, University of Montreal, 2900 Boulevard Edouard-Montpetit, Department 100, Montreal H3T 1J4; (514) 343-7019.

**5-12: Fund raising.** "The Fund Raising School: Interpersonal Skills for Fund Raising," conference, Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7061, fax (317) 684-8900.

**5-12: Higher education.** Seminar for new deans, Council of Colleges of Arts and Sciences, College of William and Mary, Williamsburg, Va. Contact: Richard J. Hopkins, Executive Director, CCAS, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

**5-12: Freshman-year experience.** "Freshman-Seminar Instructor Training," workshop, University of South Carolina and other sponsors, Worcester, Mass. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

**5-12: Information.** "Information Sharing Across the Land," regional conference, Conference Board, Fairmont Hotel, San Francisco. Contact: Conference Board, 845 Third Avenue, New York 10022; (212) 759-0900, fax (212) 980-7014.

## Gazette

Continued From Preceding Page

Ray A. Kemper, acting vice-president for university relations at Old Dominion U., to vice president.

C. William Kern, professor of chemistry at Ohio State U., to vice-president for research and dean of the graduate school at Northwestern U.

Khald Khan, assistant dean of the school of engineering at U. of Portland, to associate dean.

Steven S. Koblitz, dean of the faculty and professor of history at Scripps College, to president of Reed College, effective in August.

Laurence H. Lattman, president of New Mexico Institute of Mining and Technology, has announced his retirement, effective in June 1993.

Robert A. Layton, director of finance and operations at Nelson Gallery Foundation (Kansas City, Mo.), to chief financial officer at Rockhurst College.

Harvey S. Lewis, associate dean of the college of business administration at U. of Central Florida, to dean of the college of business and industry at Mississippi State U.

Karl Lombay, associate professor of educational administration at State U. of New York at Buffalo, to chairman of administrative and foundational services in the college of education at Louisiana State U.

Mark Luter, chief information officer and professor of computer science at U. of Minnesota at Duluth, to director of the Division of Information Technology at U. of Wisconsin at Madison.

Melina Lythcott, senior associate dean of the college at Dartmouth College, to dean of the college at Swarthmore College, effective in September.

Stephen B. Mac, acting vice-president for graduate studies and research at U. of Maryland at Baltimore, to dean of the graduate school and vice-president for research at Hahnemann U.

John McCallum, chair of economics at McGill U., to dean of the faculty of arts.

Vincent A. McCarthy, dean of the college of arts and sciences at Saint Joseph's U. (Pa.), to provost and dean of faculty.

Marvin K. Moss, associate vice-chancellor for marine sciences at U. of California at San Diego, to provost and vice-chancellor for academic affairs at U. of North Carolina at Wilmington.

Richard A. Nigro, acting vice-president for academic affairs at Philadelphia College of Textiles and Science, to vice-president for academic affairs and dean of the faculty.

William J. Nunez, III, dean of liberal arts and sciences at Missouri Western State College, to vice-chancellor for academic affairs at Indiana U. at Kokomo.

Patricia M. Paez, comptroller at Stewart Holding Company (Seattle), to business manager at Cornish College of the Arts.

William M. Richardson, professor of vocational education and associate dean of the college of agriculture at Louisiana State U., to dean.

J. Harvey Saunders, president of Westminster College (Mo.), has announced his resignation, effective June 30.

Albert J. Simons, president of U. of Hawaii, to president of Rochester Institute of Technology, effective September 1.

Kath D. Smith, director of the Educational Opportunity Program at State U. of New York College at Plattsburgh, to director of the Educational Opportunity Program at State U. of New York College at Cortland.

Gordon D. Soenksen, associate dean for external affairs in the school of business at Duke U., to vice-president for institutional advancement at Guilford College.

Michael M. Strickler, director of sports information at Virginia Military Institute, to public-relations director, effective July 1.

Robert L. Tinschore, acting associate vice-president for admissions and enrollment services at California State U. at Hayward, to director of university relations and development.

Ben J. Tuohi, vice-chancellor for business and finance at U. of North Carolina at Chapel Hill, to senior vice-chancellor for business and finance at U. of Pittsburgh.

Joan Utz, associate dean of academic affairs at U. of North Carolina at Chapel Hill, to dean of nursing at U. of Tennessee at Knoxville.



## Gazette

## Continued From Preceding Page

- 13-14: Higher education.** Annual meeting. American Association of University Professors, Omni Shoreham Hotel, Washington. Contact: AAUP, Suite 500, 1012 14th Street, N.W., Washington 20005; (202) 737-5900.
- 13-15: Experiential learning.** "National Institute on the Assessment of Experiential Learning." Thomas Edison State College and other sponsors. Princeton, N.J. Contact: Debra Dagnavarian, Director, National Institute, Thomas Edison State College, 101 West State Street, Trenton, N.J. 08602-1176; (609) 984-1141.
- 13-19: Women.** "Leadership Development Program for Women in Higher Education." National Institute for Leadership Development, Detroit. Contact: NILD, 640 North First Avenue, Phoenix 85003; (602) 223-4290.

14  
Flag Day

- 14-18: Fund raising.** "Major Gifts Roundtable." Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: ICG, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.
- 14-17: Student success stories.** Four-day workshop on student success stories. College Survival Inc., Vancouver, British Columbia. Contact: csi, 2550 Jackson Boulevard, Rapid City, S.D. 57702-3474; (605) 328-8323, fax (605) 343-7553.
- 14-18: Music.** "Institute for Music Theory." College Music Society, University of Montana, Missoula, Mont. Contact: cms, 202 West Spruce Street, Missoula, Mont. 59802; (406) 721-9616.
- 14-19: Teaching.** Summer institute on college teaching, Virginia Tidewater Consortium, College of William and Mary, Williamsburg, Va. Contact: Lawrence G. Diotolo, VTC, Health Sciences Building, Room 129, 3215 Hampton Boulevard, Norfolk, Va. 23529-0293; (804) 683-3183, fax (804) 683-4515.
- 14-20: Drug abuse.** "Summer School of Alcohol Studies." Rutgers University, New Brunswick, N.J. Contact: Rutgers University, Center of Alcohol Studies, Smith Hall, Piscataway, N.J. 08855-0969; (908) 932-4317.
- 14-27: Baseball and American culture.** Annual Cooperstown symposium on baseball and the American culture, State University of New York and other sponsors, Onondaga Hill, Cooperstown, N.Y. Contact: David L. Hall, Dean, Continuing Education, State University of New York College, Onondaga, N.Y. 13820-4015.
- 14-27: Computers.** "National Educational Computing Conference." Loew's Anatole Hotel, Dallas. Contact: nccc, University of North Texas, Computer Education and Cognitive Systems Department, P.O. Box 5155, Denton, Tex. 76203; (817) 565-3983, fax (817) 565-2185 or Susan Gayle, International Society for Technology in Education, 1787 Agate Street, Eugene, Ore. 97403-1923; (503) 346-2834, fax (503) 346-5900.
- 14-27: Environmental studies.** "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Pollution Monitoring, Control, and Abatement." conference, RUM, New Orleans. Contact: Nancy J. Wallman, RUM, P.O. Box 134001, Ann Arbor, Mich. 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.
- 14-28: Teacher education.** "Through the Looking Glass: Concepts, Ideal, Reality," annual meeting, National Association of State Directors of Teacher Education and Certification, Boston Park Plaza Hotel, Boston. Contact: Donald Hair, NASDTEC, Suite 105, 3600 Wilman Avenue North, Seattle 98103; (206) 547-0437.
- 14-29: Computers.** "Mathematica Across the Curriculum: Developing Courseware." workshop, Vanderbilt University, Nashville. Contact: Vanderbilt University, Box 1777, Station B, Vanderbilt University, Nashville 37235; (615) 222-2951.
- 14-29: Engineering.** "A Conference for Exploration of a National Engineering Information Service." Engineering Foundation and Council on Library Resources, Shorston Plaza Hotel, Palm Coast, Fla. Contact: Engineering Foundation, 345 East 47th Street, Room 303, New York 10017; (212) 705-7835, fax (212) 705-7441.
- 14-29: Management.** Management seminars. NCHMS Management Services Inc., Ramada Renaissance Hotel, Sar-

- atoga Springs, N.Y. Contact: Arlene Barr, NCHMS Management Services Inc., P.O. Drawer P, Boulder, Colo. 80501-9752; (303) 497-0343 or (303) 497-0345, fax (303) 497-0338.
- 14-29: Teaching.** "Teaching Abilities Across the Curriculum." workshop, Alverno College, Milwaukee. Contact: Alverno Institute, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee 53234-3922; (414) 382-6087.
- 14-29: Teaching and assessment.** "Assessment as Learning Workshop." Alverno College, Milwaukee. Contact: Alverno Institute, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee 53234-3922; (414) 382-6087.
- 14-29: Mathematics.** Workshop for college teachers of mathematics, Mathematical Association of America, Houston. Contact: Elias Desha, Department of Applied Mathematical Sciences, University of Houston-Downtown, One Main Street, Houston 77002; (713) 221-8530.
- 14-29: Phenomenology.** "Allegory Old and New: Creativity and Continuity in Culture," international conference, World Phenomenology Institute and International Society for Phenomenology and Literature, Luxembourg. Contact: A-T, Tymieniecka, World Phenomenology Institute, 348 Puyson Road, Belmont, Mass. 02178; (617) 489-3696.
- 14-29: Personnel.** "Admission-Representative Seminar." sai Gallup, Lincoln, Neb. Contact: Cheryl T. Benner, Vice-President for Higher Education, sai Gallup, 301 68th Street, Lincoln, Neb. 68510; (800) 285-8592.
- 14-29: Admissions and records.** Workshop, Virginia Association of College Registrars and Admissions Officers, Mary Washington College, Fredericksburg, Va. Contact: Shelley Olds, Admissions Officer, Randolph-Macon College, Ashland, Va. 23005; (804) 752-7305.
- 14-29: College guides.** "Everything You Want to Know About College Guides." workshop, Pennsylvania State University, Harrisburg, Pa. Contact: Annette Cremo, Pennsylvania State University, 1010 North Seventh Street, Harrisburg, Pa. 17102; (717) 732-3590 or (800) 346-0319.
- 14-29: Fund raising.** "The Fund Raising School: Planned Giving—Getting the Proper Start." Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.
- 14-29: Research administration.** "Fundamentals of Sponsored-Project Administration." training program, National Council of University Research Administrators, Minneapolis. Contact: ncuara, Suite 220, One Dupont Circle, Washington 20036; (202) 462-3894.
- 14-29: Student recruitment.** "The Real Cost of Recruitment." workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 226-5900.
- 14-29: Computers.** International conference on computers and learning, Acadia University, Wolfville, Nova Scotia. Contact: Ivan Tomok, Jodrey School of Computer Science, Acadia University, Wolfville, Nova Scotia B0P 1X0, (902) 542-2201, fax (902) 542-7224, ntrnet@ccat.acadia.ns.ca.
- 14-29: Disabilities.** Annual convention, Society for Disability Studies, Crown Plaza Hotel, Rockville, Md. Contact: Gary Kiser, Department of Sociology, Utah State University, Logan, Utah 84322-7273.
- 14-29: Nursing.** International conference, American Association for the History of Nursing and Canadian Association for the History of Nursing, Saint John, New Brunswick. Contact: John Lynskey, Center for the Study of the History of Nursing, University of Pennsylvania, School of Nursing, Nursing Education Building, Philadelphia 19104-6096; (215) 898-4502, or Arlene McGee, 267 Smythe Street, Fredrickton, New Brunswick E3B 3B1; (506) 455-6951.
- 14-29: Animals.** "Institutional Responsibility: Meeting the Intent of Federal Regulations for Animal Care and Use." workshop, National Institutes of Health and other sponsors, Columbia University, New York. Contact: Patrick Dwyer, Continuing Education Office, Columbia University, 630 West

- 168th Street, New York 10026; (212) 305-3682, fax (212) 305-3543 or Robert S. Sonnborn, (301) 496-7163, fax (301) 402-2063.
- 14-29: Grammar.** "The Teaching of Grammar." conference, Pennsylvania College of Technology, Williamsport, Pa. Contact: Ed Vavra, Associate Professor of Rhetoric, ntr, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-3761, ext. 7736.
- 14-29: Institutional advancement.** "How Colleges Can Obtain National (and Regional) Publicity." conference, Pennsylvania State University, Harrisburg, Pa. Contact: Annette Cremo, Continuing Education, Pennsylvania State University, 1010 North Seventh Street, Harrisburg, Pa. 17102; (717) 732-3590 or (800) 346-0319 or Arthur Cervo, 20 West Mt. Airy Road, Dillsburg, Pa. 17019; (717) 766-6163.
- 14-29: Music.** "Focus on Piano Literature." symposium, University of North Carolina, Greensboro, N.C. Contact: (919) 334-5889.
- 14-29: Student personnel.** "Student Affairs Summer Institute." Indiana University, Bloomington, Ind. Contact: Peggy Jennings, 236 School of Education, Indiana University, Bloomington, Ind. 47405; (812) 853-0212, fax (812) 853-3044, btrnet: jennings@indiana.edu.
- 14-29: Behavioral and social sciences.** Annual meeting, CHEIRON: the International Society for the History of Behavioral and Social Sciences, University of Windsor, Windsor, Ontario. Contact: Henry Minton, Department of Psychology, University of Windsor, Windsor, Ontario N9B 3P4; (519) 253-4232.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Atlanta. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Solar cooking.** "Solar Cooking: Use and Technology Worldwide," international conference, University of the Pacific and other sponsors, Stockton, Cal. Contact: Edwin Pejak, University of the Pacific, 102 Khoury Hall, Stockton, Cal. 95211; (209) 946-2371, fax (209) 946-3086.
- 14-29: Student personnel.** "Problem Solving in Residence Halls." workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lemire, Coordinator for Residential Life, Pratt Community College, Pratt, Kan. 67124; (316) 322-3641.
- 14-29: Planning.** "Time's Arrow Today: the Direction of Time" conference, University of British Columbia, Vancouver. Contact: British Columbia V6T 1Z1.
- 14-29: Higher education.** "Improving Student Learning," annual conference, Society for Teaching and Learning in Higher Education, Toronto. Contact: (416) 736-5754.
- 14-29: Astronomy.** Annual meeting, Astronomical Society of the Pacific, University of Wisconsin, Madison, Wis. Contact: Ann 390 Ashton Avenue, San Francisco 94112; (415) 337-1100.

1992	June	1992
	S M T W T F S	
	1 2 3 4 5 6	
	7 8 9 10 11 12 13	
	14 15 16 17 18 19 20	
	21 22 23 24 25 26 27	
	28 29 30	

- 14-29: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising." Indiana University, St. Louis. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063.
- 14-29: Writing.** Writing Institute, University of Nevada at Reno, Kings Beach, Nev. Contact: Stephen Tchudi, (702) 784-6589.
- 14-29: Health and public administration.** Seminar on the British National Health System, Fairleigh Dickinson University, Rutherford, N.J. Contact: Julian Malnak, (201) 460-5334.
- 14-29: Management.** Management development program, Harvard University, Cambridge, Mass. Contact: Scott Balderson, (617) 495-2655, fax (617) 495-8051.
- 14-29: Planning.** "Life, Career, and Educational Planning: Facilitating Training Workshop." Rockland Community College, Stony Point Conference Center, Stony Point, N.Y. Contact: Maire Liberman, Assistant Dean, Instructional and Community Services, Rockland Community College, 145 College Road, Suffern, N.Y. 10901; (914) 356-4659, ext. 776.
- 14-29: Computers.** "Mathematica Across the Curriculum: Mathematics." workshop, Vanderbilt University, Nashville. Contact: "Mathematica" Workshops, Box 1777, Station B, Vanderbilt University, Nashville 37235; (615) 222-2951.
- 14-29: Multiculturalism.** "Educating Citizens for 21st-Century America: Strengths From Diversity." Institute, University of Findlay, Findlay, Ohio. Contact: Jean Nye, Director, International Center for Language and Resource Development, University of Findlay, 1000 North Main Street, Findlay, Ohio 45840; (419) 424-4678.
- 14-29: Public health.** "Cross-Cultural Training for Health and Human-Service Professionals," summer institute, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Faculty development.** "Teachers as Learners—Model Paradigms for Faculty Development." conference, Community College of Aurora, Vail, Colo. Contact: Karen Hewitt, Faculty Development Program, Community College of Aurora, 16000 Centennial Parkway, Aurora, Colo. 80011.
- 14-29: Social studies.** "National Social Studies Teachers' National Council for the Social Studies and Kettering Foundation, Williamsburg, Va. Contact: Dawn Wardle, "School Collaboration," conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: (619) 594-4440.
- 14-29: Bonanno.** (202) 293-4440.
- 14-29: Legal issues.** Annual meeting, National Association of College and University Attorneys, Chicago. Contact: (202) 833-8390.
- 14-29: Women religious.** "Women Religious and the Social Fabric,"

- conference, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5942.
- 14-29: Theater.** Meeting, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- 14-29: Student personnel.** "Career Cultures: Creating Community." conference on student affairs, University of Northern Colorado, Greeley, Colo. 80639; (800) 251-1749.
- 14-29: Multicultural issues.** "Summer Institute on Campus Diversity." Niles College, Roanoke, Va. Contact: Rebekah Woodie, (703) 362-4350.
- 14-29: Adult students.** "Understanding and Working With Adult Learners." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Student recruitment.** "Developing Effective Admissions-Volunteer Programs." Council for Advancement and Support of Education, San Francisco. Contact: (202) 328-5900.
- 14-29: History.** "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries." conference, Rosary College, Forest, Ill. Contact: (708) 524-8818.
- 14-29: Literature.** "Historicisms and Cultural Critique." seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, English, Pennsylvania State University, University Park, Pa. 16802.
- 14-29: Libraries.** Annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Personnel.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Clemson University, Greenville, S.C. Contact: Kay Barnett, (803) 636-2200.
- 14-29: Students.** "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Child care.** Annual conference, International Nanny Association, Hilton Resort Hotel, San Diego. Contact: INA, (512) 454-6462.
- 14-29: Higher education.** "Neyron Conference: Catholic Colleges—Building Partnerships for a New Future." Association of Catholic Colleges and Universities, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, (712) 279-5400.
- 14-29: Quaker history.** Biennial meeting, Conference of Quaker Historians, Wilmington, Ohio. Contact: H. Larry Lee, History, University of Tennessee, Chattanooga, Tenn. 37403.
- 14-29: July 1: Medical technology.** Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, (202) 785-3311.
- 14-29: July 24: Teaching.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: July 27: Developmental education.** "Kellough Institute for the Training and Certification of Developmental Educators." Appalachian State University, Boone, N.C. Contact: Elaine Bingham, Boone, N.C. 7041-263-3057.
- 14-29: Recruitment.** "Recruitment and Retention of a Diverse Student and Employee Population." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Faculty development.** "Teachers as Learners—Model Paradigms for Faculty Development." conference, Community College of Aurora, Vail, Colo. Contact: Karen Hewitt, Faculty Development Program, Community College of Aurora, 16000 Centennial Parkway, Aurora, Colo. 80011.
- 14-29: Social studies.** "National Social Studies Teachers' National Council for the Social Studies and Kettering Foundation, Williamsburg, Va. Contact: Dawn Wardle, "School Collaboration," conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: (619) 594-4440.
- 14-29: Bonanno.** (202) 293-4440.
- 14-29: Legal issues.** Annual meeting, National Association of College and University Attorneys, Chicago. Contact: (202) 833-8390.
- 14-29: Women religious.** "Women Religious and the Social Fabric,"

- conference, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5942.
- 14-29: Theater.** Meeting, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- 14-29: Student personnel.** "Career Cultures: Creating Community." conference on student affairs, University of Northern Colorado, Greeley, Colo. 80639; (800) 251-1749.
- 14-29: Multicultural issues.** "Summer Institute on Campus Diversity." Niles College, Roanoke, Va. Contact: Rebekah Woodie, (703) 362-4350.
- 14-29: Adult students.** "Understanding and Working With Adult Learners." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Student recruitment.** "Developing Effective Admissions-Volunteer Programs." Council for Advancement and Support of Education, San Francisco. Contact: (202) 328-5900.
- 14-29: History.** "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries." conference, Rosary College, Forest, Ill. Contact: (708) 524-8818.
- 14-29: Literature.** "Historicisms and Cultural Critique." seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, English, Pennsylvania State University, University Park, Pa. 16802.
- 14-29: Libraries.** Annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Personnel.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Clemson University, Greenville, S.C. Contact: Kay Barnett, (803) 636-2200.
- 14-29: Students.** "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Child care.** Annual conference, International Nanny Association, Hilton Resort Hotel, San Diego. Contact: INA, (512) 454-6462.
- 14-29: Higher education.** "Neyron Conference: Catholic Colleges—Building Partnerships for a New Future." Association of Catholic Colleges and Universities, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, (712) 279-5400.
- 14-29: Quaker history.** Biennial meeting, Conference of Quaker Historians, Wilmington, Ohio. Contact: H. Larry Lee, History, University of Tennessee, Chattanooga, Tenn. 37403.
- 14-29: July 1: Medical technology.** Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, (202) 785-3311.
- 14-29: July 24: Teaching.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: July 27: Developmental education.** "Kellough Institute for the Training and Certification of Developmental Educators." Appalachian State University, Boone, N.C. Contact: Elaine Bingham, Boone, N.C. 7041-263-3057.
- 14-29: Recruitment.** "Recruitment and Retention of a Diverse Student and Employee Population." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Faculty development.** "Teachers as Learners—Model Paradigms for Faculty Development." conference, Community College of Aurora, Vail, Colo. Contact: Karen Hewitt, Faculty Development Program, Community College of Aurora, 16000 Centennial Parkway, Aurora, Colo. 80011.
- 14-29: Social studies.** "National Social Studies Teachers' National Council for the Social Studies and Kettering Foundation, Williamsburg, Va. Contact: Dawn Wardle, "School Collaboration," conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: (619) 594-4440.
- 14-29: Bonanno.** (202) 293-4440.
- 14-29: Legal issues.** Annual meeting, National Association of College and University Attorneys, Chicago. Contact: (202) 833-8390.
- 14-29: Women religious.** "Women Religious and the Social Fabric,"

- conference, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5942.
- 14-29: Theater.** Meeting, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- 14-29: Student personnel.** "Career Cultures: Creating Community." conference on student affairs, University of Northern Colorado, Greeley, Colo. 80639; (800) 251-1749.
- 14-29: Multicultural issues.** "Summer Institute on Campus Diversity." Niles College, Roanoke, Va. Contact: Rebekah Woodie, (703) 362-4350.
- 14-29: Adult students.** "Understanding and Working With Adult Learners." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Student recruitment.** "Developing Effective Admissions-Volunteer Programs." Council for Advancement and Support of Education, San Francisco. Contact: (202) 328-5900.
- 14-29: History.** "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries." conference, Rosary College, Forest, Ill. Contact: (708) 524-8818.
- 14-29: Literature.** "Historicisms and Cultural Critique." seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, English, Pennsylvania State University, University Park, Pa. 16802.
- 14-29: Libraries.** Annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Personnel.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Clemson University, Greenville, S.C. Contact: Kay Barnett, (803) 636-2200.
- 14-29: Students.** "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Child care.** Annual conference, International Nanny Association, Hilton Resort Hotel, San Diego. Contact: INA, (512) 454-6462.
- 14-29: Higher education.** "Neyron Conference: Catholic Colleges—Building Partnerships for a New Future." Association of Catholic Colleges and Universities, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, (712) 279-5400.
- 14-29: Quaker history.** Biennial meeting, Conference of Quaker Historians, Wilmington, Ohio. Contact: H. Larry Lee, History, University of Tennessee, Chattanooga, Tenn. 37403.
- 14-29: July 1: Medical technology.** Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, (202) 785-3311.
- 14-29: July 24: Teaching.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: July 27: Developmental education.** "Kellough Institute for the Training and Certification of Developmental Educators." Appalachian State University, Boone, N.C. Contact: Elaine Bingham, Boone, N.C. 7041-263-3057.
- 14-29: Recruitment.** "Recruitment and Retention of a Diverse Student and Employee Population." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Faculty development.** "Teachers as Learners—Model Paradigms for Faculty Development." conference, Community College of Aurora, Vail, Colo. Contact: Karen Hewitt, Faculty Development Program, Community College of Aurora, 16000 Centennial Parkway, Aurora, Colo. 80011.
- 14-29: Social studies.** "National Social Studies Teachers' National Council for the Social Studies and Kettering Foundation, Williamsburg, Va. Contact: Dawn Wardle, "School Collaboration," conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: (619) 594-4440.
- 14-29: Bonanno.** (202) 293-4440.
- 14-29: Legal issues.** Annual meeting, National Association of College and University Attorneys, Chicago. Contact: (202) 833-8390.
- 14-29: Women religious.** "Women Religious and the Social Fabric,"

- conference, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5942.
- 14-29: Theater.** Meeting, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- 14-29: Student personnel.** "Career Cultures: Creating Community." conference on student affairs, University of Northern Colorado, Greeley, Colo. 80639; (800) 251-1749.
- 14-29: Multicultural issues.** "Summer Institute on Campus Diversity." Niles College, Roanoke, Va. Contact: Rebekah Woodie, (703) 362-4350.
- 14-29: Adult students.** "Understanding and Working With Adult Learners." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Student recruitment.** "Developing Effective Admissions-Volunteer Programs." Council for Advancement and Support of Education, San Francisco. Contact: (202) 328-5900.
- 14-29: History.** "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries." conference, Rosary College, Forest, Ill. Contact: (708) 524-8818.
- 14-29: Literature.** "Historicisms and Cultural Critique." seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, English, Pennsylvania State University, University Park, Pa. 16802.
- 14-29: Libraries.** Annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Personnel.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Clemson University, Greenville, S.C. Contact: Kay Barnett, (803) 636-2200.
- 14-29: Students.** "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Child care.** Annual conference, International Nanny Association, Hilton Resort Hotel, San Diego. Contact: INA, (512) 454-6462.
- 14-29: Higher education.** "Neyron Conference: Catholic Colleges—Building Partnerships for a New Future." Association of Catholic Colleges and Universities, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, (712) 279-5400.
- 14-29: Quaker history.** Biennial meeting, Conference of Quaker Historians, Wilmington, Ohio. Contact: H. Larry Lee, History, University of Tennessee, Chattanooga, Tenn. 37403.
- 14-29: July 1: Medical technology.** Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, (202) 785-3311.
- 14-29: July 24: Teaching.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: July 27: Developmental education.** "Kellough Institute for the Training and Certification of Developmental Educators." Appalachian State University, Boone, N.C. Contact: Elaine Bingham, Boone, N.C. 7041-263-3057.
- 14-29: Recruitment.** "Recruitment and Retention of a Diverse Student and Employee Population." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Faculty development.** "Teachers as Learners—Model Paradigms for Faculty Development." conference, Community College of Aurora, Vail, Colo. Contact: Karen Hewitt, Faculty Development Program, Community College of Aurora, 16000 Centennial Parkway, Aurora, Colo. 80011.
- 14-29: Social studies.** "National Social Studies Teachers' National Council for the Social Studies and Kettering Foundation, Williamsburg, Va. Contact: Dawn Wardle, "School Collaboration," conference, American Association for Higher Education, Sheraton Harbor Island Hotel, San Diego. Contact: (619) 594-4440.
- 14-29: Bonanno.** (202) 293-4440.
- 14-29: Legal issues.** Annual meeting, National Association of College and University Attorneys, Chicago. Contact: (202) 833-8390.
- 14-29: Women religious.** "Women Religious and the Social Fabric,"

- conference, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 764-5942.
- 14-29: Theater.** Meeting, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- 14-29: Student personnel.** "Career Cultures: Creating Community." conference on student affairs, University of Northern Colorado, Greeley, Colo. 80639; (800) 251-1749.
- 14-29: Multicultural issues.** "Summer Institute on Campus Diversity." Niles College, Roanoke, Va. Contact: Rebekah Woodie, (703) 362-4350.
- 14-29: Adult students.** "Understanding and Working With Adult Learners." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Student recruitment.** "Developing Effective Admissions-Volunteer Programs." Council for Advancement and Support of Education, San Francisco. Contact: (202) 328-5900.
- 14-29: History.** "Human Rights and the Quincentenary: Contributions of Dominican Scholars and Missionaries." conference, Rosary College, Forest, Ill. Contact: (708) 524-8818.
- 14-29: Literature.** "Historicisms and Cultural Critique." seminar, Pennsylvania State University, State College, Pa. Contact: Wendell Harris, English, Pennsylvania State University, University Park, Pa. 16802.
- 14-29: Libraries.** Annual meeting, American Library Association, Moscone Convention Center, San Francisco. Contact: ALA, 50 East Huron Street, Chicago 60611.
- 14-29: Management.** "Total Quality Management: Executive Seminar." QSystems Inc., Dallas. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 14-29: Personnel.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Clemson University, Greenville, S.C. Contact: Kay Barnett, (803) 636-2200.
- 14-29: Students.** "Attitudes, Expectations, Behaviors: Faculty Impact on Minority-Student Performance." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: Child care.** Annual conference, International Nanny Association, Hilton Resort Hotel, San Diego. Contact: INA, (512) 454-6462.
- 14-29: Higher education.** "Neyron Conference: Catholic Colleges—Building Partnerships for a New Future." Association of Catholic Colleges and Universities, Briar Cliff College, Sioux City, Iowa. Contact: President's Office, (712) 279-5400.
- 14-29: Quaker history.** Biennial meeting, Conference of Quaker Historians, Wilmington, Ohio. Contact: H. Larry Lee, History, University of Tennessee, Chattanooga, Tenn. 37403.
- 14-29: July 1: Medical technology.** Annual meeting, American Society for Medical Technology, Boston. Contact: ASMT, (202) 785-3311.
- 14-29: July 24: Teaching.** "Custodial Staffing and Standards: How to Treat an Efficient and Cost-Effective Team." seminar, Fielding Institute, Santa Barbara, Cal. Contact: (805) 687-1099.
- 14-29: July 27: Developmental education.** "Kellough Institute for the Training and Certification of Developmental Educators." Appalachian State University,